DOCUMENT RESUME

ED 353 718 EC 301 749

AUTHOR	Leach, Lynda N.; Harmon Adrienne S.
TITLE	Secondary Special Education and Transitional Services. Annotated Bibliography. Volume 7.
INSTITUTION	Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	92
CONTRACT	H158T-00001
NOTE	296p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Disabilities; *Education Work Relationship; Secondary Education; *Special Education; *Transitional Programs; Vocational Education

ABSTRACT

This annotated bibliography is the seventh in a series of monographs documenting the literature in the field of transition. Major content areas addressed are as follows: assessment techniques, community integration, curriculum, educational reform, employer involvement, generalization of training, independent living, interagency cooperation, job placement, outcomes of education, parent involvement, personnel preparation, policy analysis, program development, program evaluation, quality of life, rehabilitation counseling, social integration, social skills, supported employment, vocational education, vocational rehabilitation, and specific types of disabilities. Many different types of documents are cited and abstracted including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, and research reports. For each of the almost 400 entries, bibliographic information is supplied along with an annotation and subject descriptors. Indexes provide access by author, subject descriptors, and titles. In addition, the document provides a cumulative listing of Transition Institute documents in ERIC; a list of products developed by OSERS (Office of Special Education and Rehabilitative Services) projects, organized by federal grant competition; and a list of OSERS project directors. (JDD)

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Annotated Bibliography on Secondary Special Education and Transitional Services

Volume 7

Lynda N. Leach
Adrienne S. Harmon

EC 30 1749

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Annotated Bibliography on Secondary Special Education and Transitional Services

Volume 7

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Transition Research Institute at Illinois
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PREFACE

This volume of the annotated bibliography is the seventh in the series of monographs documenting the literature in the field of transition. This year we have changed the title from the Annotated Bibliography on Transition from School to Work to Annotated Bibliography on Secondary Special Education and Transitional Services to more accurately describe the content of the documents. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC documents, and research reports. We attempt to be broad in scope, but we cannot claim to be comprehensive. Our uniqueness comes from the annual compilation of relevant materials from OSERS-funded demonstration projects and other literature sources.

The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and, most important, soliciting from the OSERS-funded projects their reports and products. As in the past, this volume significantly reflects their contributions.

In the case of document abstracts, we try always to use the authors' summary or the abstracters' words. When not applicable, a brief abstract is provided by the compilers of this bibliography.

The organization of Volume 7 is basically the same as that of the previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. Each document citation is intended to contain enough bibliographic information to facilitate finding the item through local library services. A "Guide to Entries and Indexes" has been included to help users identify key document elements. The "OSERS Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number and by a number at the end of the citation that corresponds to the "Master Mailing List for Project Directors," which facilitates direct contact with each project. The "Cumulative Listing of Transition Institute Documents in ERIC" includes Transition Institute documents that have been entered into the ERIC data base and are accessible by ED number.

Our growing database has become a unique resource for documenting state-of-the-art transition products and activities. We would like to thank all of the OSERS projects for responding to our information requests by sharing their products and activities with others concerned with transition.

Lynda Nash Leach
Adrienne Seccia Harmon

GUIDE TO ENTRIES AND INDEXES

Entries

Entry Number _____ 32.

Author _____ Moon, Sherril; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).

Date _____|

Title/journal/publisher ____ The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.

See Note below for detail .. (Comp. No. 84.158A - OSERS File No. 32)

Descriptors _____ supported employment / job placement / vocational evaluation / job coach / follow-up studies / Virginia / transition models

Annotation _____ This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: In the Appendixes, see the Project Products Listing for other material received by OSERS Projects and the OSERS Project File Listing for contacting project.

Indexes

Author/Descriptor/Title _____ Absenteeism - 245
Accommodation - 19, 124, 256, 270,
Entry Number _____270, 282, 305, 368, 390
Adaptability skills - 300
Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON SECONDARY SPECIAL EDUCATION AND TRANSITIONAL SERVICES

1.
Gaylord-Ross, Robert (1989).

Integration strategies for students with handicaps. Baltimore: Paul H. Brookes Publishing Co.

special education / personnel preparation / integration

This textbook provides practical information about persons with disabilities and can serve as an introductory text for regular education and special education teachers in training. It can also be used in an advanced methods course that addresses particular types of disabilities and teaching approaches.

The purpose of this text is to present a number of real-life illustrations of integration. The book is divided into three sections. The first addresses the education of students with varying types of disabilities; the second section offers innovative techniques in integration; and the third deals with the ecology of delivering services to persons with disabilities. Special features include study questions for each chapter, illustrative case studies, educational models and specific strategies, integration tools for preschool education through vocational training, individual coverage of specific disabilities, exploration of the controversial Regular Education Initiative (REI) movement, new roles for computers and technology in special education, and a parent's perspective on integration.

2.
Sowers, Jo-Ann; & Powers, Laurie (1991).

Vocational preparation and employment of students with physical and multiple disabilities. Baltimore: Paul H. Brookes Publishing Co.

physical disabilities / multiple disabilities / supported employment / vocational education

This practical book was written primarily for school staff who are involved in the vocational preparation of students with physical and multiple disabilities. Although the book focuses on school program and vocational preparation issues, it should be of use to adult service programs regarding supported employment models, work-related issues, training techniques, and job design strategies. Using a variety of supported employment examples, this manual shows how to prepare employees for tasks similar to ones they will be expected to perform in actual job situations. The format includes tables, figures, and recording sheets for monitoring and evaluating the progress of the employee at work.

3.
Browder, Diane M. (with invited contributions) (1991).

Assessment of individuals with severe disabilities: An applied behavior approach to life skills assessment (2nd ed.). Baltimore: Paul H. Brookes Publishing Co.

integration / assessment techniques / severe disabilities

This is the second edition of this text, which provides a resource for professionals who work with individuals with severe disabilities to develop educational programs based on a life skills assessment. It uses the principles of applied behavioral analysis and normalization to structure guidelines that will help to develop a comprehensive assessment plan, including initial assessment for skill selection and ongoing assessment for evaluation of progress. This second edition expands upon the themes of integration, personal futures planning, and choice.

4.
McDonnell, John; Wilcox, Barbara; & Hardman, Michael L. (1991).

Secondary programs for students with developmental disabilities. Boston: Allyn and Bacon.

secondary education / developmental disabilities / quality of life

The purpose of this text is to provide teachers and prospective teachers with strategies for the design and implementation of effective programs for students with developmental disabilities. It focuses on the development of curriculum and individualized education programs, community-based and classroom instruction, employment preparation, training personal management and leisure activities, integrating students into school and community settings, involving parents in the educational program, individualized transition planning, and collaboration with adult service programs. Individual chapters are designed to provide guidelines to teachers in planning, implementing, and maintaining the operation of secondary programs in each of these areas.

5.
Trapani, Catherine (1990).

Transition goals for adolescents with learning disabilities. Boston: Little, Brown and Company.

learning disabilities / transition planning / assessment techniques

The purpose of this book is to clarify the problems of the adolescent with learning disabilities. A review of current research is followed by suggestions of how to assess and remediate deficient academic and social skills and plan for successful

postsecondary transitions. An interdisciplinary approach to assessment is presented, and the academic and social competence of youths with learning disabilities is discussed. Results of research in social skills training within the academic curriculum are provided. The development and importance of forming cooperative partnerships between parents and teachers of adolescents with learning disabilities is considered. Finally, the issues surrounding vocational training and postsecondary education of adolescents with learning disabilities are outlined.

6.
McCarney, Stephen B. (1989).

T B S (Transition Behavior Scale) Complete Kit (Includes TBS IEP and intervention manual, TBS technical manual, and TBS rating forms). Columbia, MO: Hawthorne Educational Services.

transition planning / assessment techniques

The Transition Behavior Scale (TBS) was developed as a measure of a student's readiness for transition to employment and independent living. The TBS provides a measure of those behaviors necessary for success in employment and independent living. The subscales of the TBS measure a student's behavior in the areas of work-related behavior, interpersonal relations, and social/community expectations. The TBS provides teachers the mechanism for measuring a student's skills and readiness for transition activities. Based on the information provided, decisions can be made as to areas of need for skill and behavior improvement for student success in transition to employment and independent living. The TBS IEP and Intervention Manual provides goals for each behavior on the scale, a total of 380 objectives, and an average of 33 interventions for each behavior problem. Thus, it makes the vital link between transition behavior assessment and intervention. By carefully following assessment with intervention linked to assessment results, the likelihood of student success in employment and independent living is maximized.

7.
Retish, Paul; Hitchings, William; Horvath, Michael; & Schmalle, Bonnie (1991).

Students with mild disabilities in the secondary school. New York: Longman.

secondary education / curriculum / mild disabilities

This book focuses on ways that secondary schools prepare students with mild handicaps for later life. The purpose is to give readers skills to recognize the strengths and to compensate for the limitations of the ongoing secondary system. The format of

this text moves from theory to practical applications, with chapters covering the topics of special education in secondary schools, foundations for education programming, assessment, models, strategies for implementation, academics in special education, vocational education, and resources.

8.
Thomas, Stephen W. (1991).

Vocational evaluation and traumatic brain injury: A procedural manual. Menomonie, WI: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Materials Development Center.

vocational evaluation / traumatic brain injury (TBI)

This manual has been written as a guide for vocational evaluators interested in effectively developing new or modifying existing assessment services for persons with traumatic brain injury. It should serve as a practical guide to: identifying local needs and support services; creating specific evaluation processes, tools, and techniques; and formulating meaningful outcome information.

9.
Weller, Carol; & Buchanan, Mary (1983).

Career assessment inventories for the learning disabled [includes manual, package of Attribute/Ability Inventories, and package of Interest Inventories]. Novato, CA: Academic Therapy Publications.

learning disabilities / vocational evaluation

The Career Assessment Inventories (CAI) are instruments designed for use with the learning disabled. They are appropriate for a wide range of age groups: elementary school through adult. The CAI is unique in that it takes profiles of ability into account along with other information that is commonly obtained in career counseling. The results of the CAI can be used to facilitate career awareness, exploration, and training in an effort to maximize the career and personal potential of learning disabled individuals.

Three inventories are included in the CAI: The Attributes Inventory assesses the individual's dominant personality characteristics; the Ability Inventory provides a profile of strengths and weaknesses across the auditory, visual, and motor areas; and the Interest Inventory can be used to determine whether interests are in line with personality attributes and abilities. The information derived from the inventories allows the examiner to select appropriate career options from the Job Finder in this manual, which identifies jobs in which the individual is most likely to succeed.

The CAI is designed to be used by vocational counselors, psychologists, educational diagnosticians, and special education teachers who are working with learning disabled children and adults. The complete assessment package includes the manual, a package of Attribute/Ability Inventories, and a package of Interest Inventories.

10.
Kregel, John; Wehman, Paul; & Shafer, Michael S. (Eds.) (1990).

Supported employment for persons with severe disabilities: From research to practice (Vol. 3). Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center on Supported Employment.

supported employment / severe disabilities

This is the third in a series of monographs that chronicles RRTC research investigations into effects of supported employment on persons with developmental and other severe disabilities (TBI, long-term mental illness, cerebral palsy, etc.). Articles reflect research efforts directed toward improving the quality of supported employment services by identifying obstacles to effective implementation and examining the differential effects of various types of supported employment services on individuals with diverse characteristics and backgrounds.

11.
Rosenthal, Irwin (1991).

Final report for Project JOB. New York: New York University, Counselor Education Department. (Comp. No. 84.158L - OSERS File No. 177)

New York / vocational training / career development / learning disabilities / final reports

This final report details the goals, major activities, and results of the three years of Project JOB, an experience-based career education and job placement program for high school students with learning disabilities. This model program addresses such issues as the career maturity needs of LD high school students; their need for job training that proactively reduces future job problems; and the need to improve job development and placement practices for them.

Appendices include:

Appendix A. Statistical tables reporting self-esteem ratings, career goals, interpersonal skills, job skills, work-related skills, difference scores, and CDI.

Appendix B. Selected field-site materials from high school sites.

Appendix C. Case study interview schedules and evaluation forms.
Appendix D. Selected evaluation scales.
Appendix E. Case studies.
Appendix F. Sample counselor process notes.
Appendix G. Sample group activity.
Appendix H. Sample job training and placement materials.
Appendix I. Representative vitae.
Appendix J. Sample lessons.
Appendix K. College course descriptions.
Appendix L. Relevant articles.
Appendix M. Dissemination materials.

12.
Storey, Keith; & Horner, Robert H. (1991).

Social interactions in three supported employment options: A comparative analysis. Journal of Applied Behavior Analysis, 24(2), 349-360.

supported employment / severe disabilities / social skills

Controversy exists over the benefits that workers with severe disabilities accrue under different supported employment options. This study focuses upon one benefit of supported employment: social integration. Direct observation procedures were used to assess the social interactions of 37 adults with severe disabilities in 18 employment programs representing three different supported employment contexts (individual, enclave, and work crew). Results indicated that workers employed in individual and enclave programs had significantly more contact with nondisabled persons than did members of work crews. No differences were detected in the social contact rate between disabled and nondisabled workers in individual versus enclave sites. Furthermore, few differences in type of interactions across the three different work options were revealed. Results suggest that both individual and enclave models are capable of facilitating social integration. Characteristics of specific job sites, more so than the employment model per se, may determine whether a particular employment setting is conducive to social integration.

13.
National Association of Rehabilitation Facilities (1990).

The Americans with Disabilities Act: An opportunity for all. Washington, DC: Author.

Americans with Disabilities Act / rehabilitation facilities

This manual is designed to assist rehabilitation facilities and businesses in understanding and complying with the Americans with Disabilities Act. The manual also contains important information, guidelines and suggestions for facilities to educate the business community about the implementation of the law as intended.

14.
Moon, M. Sherril (1991).

External evaluation report: "Supported Employment Model for Youth with Severe and Profound Handicaps through Interagency Collaboration." Baltimore, MD: University of Maryland. (Comp. No. 84.158N - OSERS File No. 198)

final reports / Maryland / supported employment / severe disabilities

This project, "Supported Employment Model for Youth with Severe and Profound Handicaps through Interagency Collaboration," has had a definite, permanent effect on the transition and employment process for students with the most severe disabilities in Montgomery County, the state of Maryland, and in the replication sites. First, the project helped in the development of a collaboration process between the school system and adult agencies. Efforts with the 18 students directly served by the project have paved the way for continuing collaboration. The process has also served as a model for the state's policy on supported employment funding. Second, this project has helped the school system revamp its employment training for students with severe disabilities. There are now more options through which students can rotate prior to graduation. Finally, the permanent products such as the needs assessment checklist and family satisfaction surveys can be used by any school system or community program to improve services.

15.
Test, David W.; & Kuel, Patricia (1991).

North Carolina Supported Employment and Transition Services Study. Charlotte: University of North Carolina at Charlotte.

final report / transition planning / North Carolina / supported employment

In February, 1990 the Council on Developmental Disabilities awarded a grant to the Special Education Program at the University of North Carolina at Charlotte to determine the current status of supported employment and transition for persons with developmental disabilities in North Carolina. To do this, four separate surveys were conducted including the Transition Services Survey, the

Supported Employment Survey, the Parent Survey, and the Business/Industry Survey. A summary of these surveys, as well as a set of recommendations, is included.

16.
Henderson, Carolyn Meredith (1991).

Final performance report: Tennessee Transition Model. Sevierville: University of Tennessee, Tennessee Initiative on Employment. (Comp. No. 84.158C - OSERS File No. 135)

final reports / Tennessee / rural areas

The Tennessee Transition Model Project sought to address the problem of unemployment and lack of coordinated services faced by special education students as they leave school. In Sevier County, site of this demonstration, barriers to employment of persons with disabilities include high unemployment rates (up to 35% in some areas), rural geography, lack of public transportation, limited resources, and conservative attitudes.

The goal of the project was to assist in the development of a statewide system of transition services by interagency collaboration at and between the state and local levels during planning and implementation of a demonstration model. The Tennessee Initiative on Employment (TIE) coalition of 12 state agencies/organizations provided ongoing input, coordination, planning, and evaluation from the state level. Strategies and outcomes are described.

17.
Allen, W. Carolyn (1991).

Valencia Community College: Final report. Orlando, FL: Valencia Community College, Center for Assessment and Training of the Handicapped. (Comp. No. 84.078C - OSERS File No. 210)

final reports / Florida / postsecondary education

Valencia Community College, Orlando, Florida, designed and implemented a replicable postsecondary program for handicapped students. This program provided the tools and methods for offering supportive services that enable students with mild and moderate disabling conditions to complete their postsecondary education and achieve a successful transition to employment.

The Center for Assessment and Training of Handicapped Students (CATHS) included a Work Evaluation Program, a Job Readiness and Employability Skills Program, a Co-operative Education component, a Physical Fitness Assessment component, and a Job Placement and Follow-up Service. In addition to the direct services provided by the Center, the Associate in Science Degree programs were assessed for related job markets and accommodations or modifications required to enable disabled persons to successfully perform these

jobs. This information was used for career counseling, job development and placement of disabled students at Valencia Community College. A marketing program was also developed to encourage employers to expand accessibility of jobs for qualified handicapped students. The Center was guided by a community-based Advisory Committee and has been formally evaluated annually by an external evaluator from Florida State University.

18.
Ohio Department of Mental Retardation and Developmental Disabilities (1990).

Final performance report: Integrated Community Employment Options Project. Columbus, OH: Author. (Comp. No. 84.086M - OSERS File No. 148)

final reports / Ohio / severe disabilities / rural areas

The overriding theme of the Integrated Community Employment Options Project (ICEOP) was to develop a community employment model for students with severe disabilities. This model was to be developed in a rural area characterized by a high (over 8%) unemployment rate. The project was based in the Seneca County Board of MR/DD. Seneca County, located in rural Northwest Ohio, has a population of 62,000.

The project identified 13 specific steps or stages that were incorporated into the model to assure that parents, schools and agencies are able to effectively and efficiently transition students from school to work. The project has been successful in transitioning students with severe disabilities into the workforce. Thirteen students have been placed in community jobs throughout Seneca County.

19.
Halpern, Andrew S.; & Close, Daniel W. (1987).

A model program of community college special education for adults with mild retardation: Final report. Eugene: University of Oregon, Department of Special Education and Rehabilitation, Research and Training Center (Comp. No. 84.078B - OSERS File No. 92)

final reports / Oregon / postsecondary education

"A model program of community college special education for adults with mild retardation" developed, validated, and replicated a model instructional program within community college settings for persons with mild mental retardation. Included in the report is a brief overview of the content of each of the final Adult Skills Development Program classes.

20.
Halloran, William D.; & Ward, Michael J. (1988).

Improving transition programming: Changing special education's focus. The Pointer, 32(2), 43-46.

special education / transition planning

This article suggests changes in the focus of special education that must occur in order to ensure successful transition for all youths with disabilities. These changes must be accompanied by the support of teachers and parents.

21.
Goodall, Patricia; Groah, Christine; Sherron, Pamela; Kreutzer, Jeffrey; & Wehman, Paul (1991).

Supported employment services for individuals with traumatic brain injury: A guide for service providers. Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center.

supported employment / traumatic brain injury (TBI)

This manual provides guidelines for implementing supported employment for individuals with traumatic brain injury. It is written for service providers, such as employment training specialists and program managers, but should also be helpful to vocational rehabilitation and TBI profesionals. Sample forms, which have been recommended throughout the manual, are included at the end of each chapter to illustrate their use.

22.
Griffin, Susan Lehmann; & Revell, W. Grant (1991).

The rehabilitation counselor desk top guide to supported employment. Richmond: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center on Supported Employment.

rehabilitation counseling / supported employment

The Desk Top Guide was prepared specifically for rehabilitation professionals involved in the coordination and delivery of supported employment services, especially the rehabilitation counselor. The Guide has 12 sections carefully designed to give a comprehensive and practical description of supported employment. It includes a number of worksheets, such as job site review procedure, that can be readily applied to actual service delivery situations. Section 1 describes the nuts and bolts of supported employment including an introduction, a review of the current regulations, and some of the options available to the counselor.

Section 5 describes how to talk to potential employers and develop job markets. Information is provided about vocational assessment and whether the client is suited for the job. Of great importance in this section is the job placement process. Section 8 contains information on technology and how it can be used in the job site and in other innovative ways. Strategies for maintaining a job after employment, found in section 10, will assist rehabilitation professionals in maximizing their placements. Section 12 discusses some issues regarding incentives and disincentives including Social Security and other third-party resources. Also included are future developmental strategies for expanding supported employment.

23.
McDonald, Rebecca S. (1991).

Final evaluation report: 84-158N - Transition from School to Work thru Supported Employment. Plainfield, NJ: ARC Union County, Inc. (Comp. No. 84.158N - OSERS File No. 199)

final reports / New Jersey / supported employment

The project has five major areas of impact:
1. Placing targeted students with severe handicaps in supported employment prior to graduation;
2. Helping secondary level special education staff develop functional, age-appropriate, and community-based vocational training curricula and transition procedures;
3. Supporting families in the transition from school to adult life through advocacy and training;
4. Promoting the interagency transition process between special eduation services, families, and adult service agencies (DVR and DDD); and
5. Developing evaluation measurements for tracking employer satisfaction and employment status over time.

Appendices to this final report include:
1. Transition tips for families
2. Forms used for project activities
3. Interagency collaboration guidelines
4. Curriculum guidelines
5. Parent & family survey
6. Personal reflections and stories

24.
Hasazi, Susan (1991).

Vermont's school-based supported employment model: Final report. Burlington: University of Vermont, Department of Special Education. (Comp. No. 194 - OSERS File No. 84.158N)

final reports / Vermont / supported employment

The purpose of this project was to design, implement, and evaluate a model supported employment program, which would increase the employment prospects for secondary students with severe handicaps, specifically those students labeled learning impaired, and/or severely emotionally disturbed. The project's major goal was to demonstrate that Vermont's regional special class programs could be modified such that they resulted in the following outcomes: 1) provide supported employment upon graduation or completion for all program participants; 2) serve a broad range of students who have severe disabilities; 3) increase community integration; 4) integrate students who otherwise would have no participation in their home high schools; 5) increase productive collaboration among schools and adult service agencies; and 6) involve employers in a visible and rewarding way in public education. Appendices include:

Appendix A. Educational outcomes for high school students
Appendix B. Components of a comprehensive secondary program
Appendix C. Hartford Area Regional Collaboration Agreement
Appendix D. Interagency cooperative agreement
Appendix E. Interagency transition guidelines
Appendix F. Job descriptions of HRRC staff
Appendix G. Job development brochures
Appendix H. HRRC training management system
Appendix I. Project evaluation instruments
Appendix J. Vermont's school-based supported employment model: "Stories of Success"
Appendix K. Windsor high school job descriptions
Appendix L. Transition planning guide
Appendix M. Consumer satisfaction surveys
Appendix N. Post-school indicators

25.
Emerson, John; & Monkman, Frank (1990).

Job search success: A job acquisition and retention curriculum for high school seniors (Edition 3). Seattle: University of Washington, Experimental Education Unit, Networking and Evaluation Team. (Comp. No. 84.158L - OSERS File No. 179)

curriculum / job retention / job placement / secondary education

This curriculum manual includes sections on self-assessment, job exploration , applications, social skills, job searching, resumes, interviewing, letters, profiles of eight successful graduates, and a catalog of 99 employers who have hired graduates from Seattle high schools.

26.
Hammer, David; & Mulick, James A. (Eds.) (n.d.).

Community management of children and youth with emotional disturbance and mental retardation: A curriculum for advanced training. Columbus: The Ohio State University.

curriculum / emotional disabilities / personnel preparation

This curriculum manual is designed to guide the preparation of professionals in mental health-related disciplines to work effectively with EDMR children and youth. It is designed around modules devoted to critical issues in the community management of EDMR youth and children.

27.
Emerson, John; & Monkman, Frank (Project Coordinators) (1990).

Job search success: A job acquisition and retention curriculum for high school seniors [Teacher's Edition] (Edition 3). Seattle: University of Washington, Experimental Education Unit, Networking and Evaluation Team. (Comp. No. 84.158L - OSERS File No. 179)

curriculum / secondary education / job placement / job retention / social skills

This curriculum notebook contains seven sections. The first, Introduction, gives the reader information about development of the curriculum and plans for its implementation. The Introduction Section also contains a student profile in order to help the teacher plan for class composition.

The second section, Scope and Sequence, provides a breakdown of units and lessons so that the teacher and class can view the overall plan of the curriculum.

The third section, Lesson Goals and Objectives, highlights the goals and objectives for the units as used in the lessons.

The fourth section, Teacher Guidelines, is provided for constant reference.

The fifth section, Lesson Plans, is by far the largest. Eighty lessons with appendices, including handouts, overheads and other information, are contained in this section.

Following the lesson plans is the sixth section, entitled "Profiles of Success." It contains a group of biographies of former Seattle high school students who have been successful at their jobs. The final Miscellaneous section is provided for teachers' information, notes, pamphlets, etc.

28.
Bergland, Martha M.; & Thomas, Kenneth R. (1991).

Psychosocial issues following severe head injury in adolescence: Individual and family perceptions. Rehabilitation Counseling Bulletin, 35(1), 5-21.

traumatic brain injury (TBI) / case studies / psychosocial development

Psychosocial functioning and transition to adult status following severe closed head injury sustained during adolescence were investigated. The authors use a case study approach to describe changes in functioning following discharge and return to family and school from the perspective of the injured individual and a primary caregiver. The outcome, as indicated by global social indicators, revealed dependence in many areas of adult functioning and underscores the need for interventions to promote adjustment and optimal transition to an independent living arrangement. Implications for rehabilitation professionals are presented.

29.
Szymanski, Edna Mora (1991).

Relationship of level of rehabilitation counselor education to rehabilitation client outcome in the Wisconsin Division of Vocational Rehabilitation. Rehabilitation Counseling Bulletin, 35(1), 23-37.

Wisconsin / rehabilitation counseling / personnel preparation

Counselors with master's degrees in rehabilitation counseling or related fields achieved better outcomes for clients with severe disabilities than counselors who lacked such educational preparation.

30.
Lam, Chow S.; Priddy, David A.; & Johnson, Patricia (1991).

Neuropsychological indicators of employability following traumatic brain injury. Rehabilitation Counseling Bulletin, 35(1), 68-75.

traumatic brain injury (TBI) / employment outcomes / surveys

Results of a survey on employment outcomes and their relationship to neuropsychological data of 40 clients with traumatic head injuries are discussed. The results were consistent with reports in the literature that higher cognitive functioning following traumatic brain injury is associated with better vocational outcomes. Based on their review of literature and

results of this study, authors recommend that the outcome variable "employment" be viewed as more complex than the two categories of "employed" versus "unemployed."

31.
Roessler, Richard T.; & Schriner, Kay Fletcher (1991).

The implications of selected employment concerns for disability policy and rehabilitation practice. Rehabilitation Counseling Bulletin, 35(1), 52-67.

the ABC Model / policy analysis / surveys

Results from an employment concerns questionnaire completed by selected groups of people with disabilities (mental retardation, epilepsy, physical disabilities, learning disabilities, and head injuries) are discussed in terms of public policy and rehabilitation practice implications. Recommendations are couched in behavior analysis terms (i.e., antecedents, behaviors, and consequences -- the ABC model).

32.
Janikowski, Timothy P.; Berven, Norman L.; & Bordieri, James E. (1991).

Validity of the microcomputer evaluation screening and assessment aptitude scores. Rehabilitation Counseling Bulletin, 35(1), 38-51.

Microcomputer Evaluation Screening and Assessment (MESA) / assessment techniques / rehabilitation counseling

The validity of the Microcomputer Evaluation Screening and Assessment (MESA) aptitude scores was examined relative to the General Aptitude Test Battery (GATB), using multitrait-multimethod correlational analyses. No evidence was found to support the construct validity of the MESA with the data derived from either sample.

33.
Whitehead, Claude (1991).

Enlisting labor union participation to insure expanded employment options. American Rehabilitation, 17(1), 32-35, 41.

labor unions / employment options

Recent successes of people with disabilities in accessing the integrated labor market have been unprecedented. However, the continuation of that momentum depends, in a large part, upon expanding the scope of job opportunities. This article targets an

area frequently ignored by employment professionals -- jobs covered by union contracts. Gaining access to these jobs represents a challenging opportunity to expand and improve employment choices and options for people with disabilities, particularly for those in states with substantial labor union membership.

34.
Liebert, Diane; Lutsky, Larry; & Gottlieb, Amy (1990).

Postsecondary experiences of young adults with severe physical disabilities. Exceptional Children, 57(1), 56-63.

physical disabilities / postsecondary education / outcomes of education

A need exists for follow-up information to determine how well the educational system is meeting the needs of young adults with severe physical disabilities. This study of the postsecondary experiences of 106 graduates of a special school for youths with severe physical disabilities examined students' educational, employment, and community adjustment outcomes. Findings suggest that young adults with physical disabilities should cultivate personal and family networks, continue their education, and use vocational rehabilitation agencies. Access to transportation was also found to be a key element in achieving employment and independence.

35.
Russert, Margaret Gretchen; & Frey, Jane Lane (1991).

The PACT vocational model: A step into the future. Psychosocial Rehabilitation Journal, 14(4), 7-17.

vocational rehabilitation / Wisconsin / psychiatric disabilities / The PACT Vocational Model (Program of Assertive Community Treatment)

The provision of rehabilitation services to persons with severe and lifelong mental illness requires both an understanding of psychiatric disabilities and vocational rehabilitation and a "letting go" of traditional values and beliefs. A new way of thinking is required to meet the challenge. The purpose of this article is to identify how the vocational issues of persons with severe mental illness can be addressed within a community support program. The vocational services decribed are those of the Program of Assertive Community Treatment in Madison, Wisconsin.

36.
Shimon, Susan M.; & Forman, J. Douglas (1991).

A business solution to a rehabilitation problem. Psychosocial Rehabilitation Journal, 14(4), 19-22.

psychiatric disabilities / Illinois / Thresholds

Thresholds' search for job sites offering daytime hours, low production demands, and a clean physical environment led to an ambitious yet mutually satisfying undertaking with Dominick's Finer Foods, a large local retail chain. With support from the Dole Foundation, the Thresholds/Dominick's project solved a business problem -- Dominick's shortage of employees -- while providing employment opportunities for persons with severe psychiatric disabilities. This paper describes the development of the project.

37.
Johnson, Peter J. (1991).

Emphasis on quality of life of people with severe mental illness in community-based care in Sweden. Psychosocial Rehabilitation Journal, 14(4), 23-37.

Sweden / program development / psychiatric disabilities / quality of life

Goal clarity in development of community mental health services in Sweden was explored, along with the extent to which clients' quality of life was emphasized, using a variety of qualitative research methods. An absence of program goals and intense ideological disagreements about type and location of care had no adverse effect on material quality of life, which was adequately met through the social welfare system independent of mental health efforts. Various aspects of welfare, jobs, and social support point to the strong influence of the prevailing social and political context.

38.
Hughes, Carolyn (in press).

Teaching self-instruction utilizing multiple exemplars to produce generalized problem-solving among individuals with severe mental retardation. American Journal on Mental Retardation.

self-instruction / problem solving / severe disabilities

Four residents of a group home who had severe mental retardation were taught to use self-instruction in combination with multiple exemplars to solve task-related problems. The combined strategy was associated with generalization to untrained problems, as well as response maintenance of the problem-solving strategy (i.e., responding to multiple exemplars and self-instructing). The use of the strategy is discussed in terms of instructional strategies for teaching self-instruction and areas for future research, including isolating the factors responsible for generalization and identifying the role of language in promoting generalized responding.

39.
Brooks, Martha (1987).

[Delaware Division of Vocational Rehabilitation: Final report.] Wilmington: State of Delaware, Division of Vocational Rehabilitation. (Comp. No. 84.158B - OSERS File No. 71)

final reports / Delaware / interagency cooperation

The overall goal of the project is to develop a model for interagency coordination of services during the transition years (15-21) to better prepare handicapped youths to move from the school environment to the work environment. During the initial year a model that effectively integrates the IEEP/IWRP processes at the five sites will be developed. Inservice training will be used to increase knowledge and awareness of the three agencies and of the vocational needs of handicapped students. Vocational assessment will be examined with the help of vocational educators and IBM in order to identify appropriate assessment systems and to modify and develop new ones using computer technology. Finally, during the first year a survey will be developed that will identify existing training programs and examine their effectiveness in relationship to actual employment options.

40.
Brown, Lloyd M. (1990).

Final report: Model for providing secondary mainstreamed learning disabled and other mildly handicapped students with job related training. Chicago: Chicago City-Wide College, Center for Disabled Student Services. (Comp. No. 84.158L - OSERS File No. 174)

final reports / Illinois / learning disabilities / vocational training / independent living

In meeting the needs of students with mild disabilities, Chicago City-Wide College, one of the City Colleges of Chicago, and its Center for Disabled Student Services, created a program designed to address these issues. The project focused on utilizing functionally based goals and objectives that emphasized job-related training and independent living experience. By utilizing in class on-the-job training experience, the goal was to promote students' success upon entering the world of work as independent adults. In addition, the program's mission was to provide students with some of the same opportunities that their nondisabled peers have availed themselves of since birth. Appendices include student forms.

41.
Hagner, David; Cotton, Patty; Goodall, Samantha; & Nisbet, Jan (n.d.).

Nothing special: The perspectives of supportive co-workers [DRAFT]. Durham: University of New Hampshire Institute on Disability.

supported employment / co-worker involvement / success

Support among co-workers is a key feature of workplace cultures, affecting employee satisfaction and job performance. Interviews were conducted with 16 co-workers who provide support to employees with severe disabilities concerning their work roles, their perspectives on the support they provide, and their relationships with the supported employee. Interview narratives were analyzed using qualitative methods. Several major themes characterized supportive relationships. Supportive co-workers had frequent job-related contact with the supported employee. Giving reminders, altering or switching tasks, and talking over a problem were the most common supports provided. Most agency involvement was dictated by the needs of the company. Co-workers described their support as "nothing special," not burdensome, and as reciprocated by support from the employee. Implications for supported employment practices are discussed.

42.
Aune, Elizabeth (1991).

Tools for transition [videocassette + other materials]. Circle Pines, MN: American Guidance Service, Inc.

curriculum / video productions / learning disabilities / postsecondary education

These materials are intended primarily for high school juniors and seniors with mild to moderate learning disabilities who have the potential and desire to pursue postsecondary schooling and be successful. Included in this set of materials are a teacher's guide, student handbook, blackline masters, script booklet, and videotape, which includes 18 short segments corresponding to the curriuclum.

43.
Goldstein, Marjorie T. (1991).

Final report. Project LINK: A college-based transition program for non-college bound youth with mild handicaps. Wayne: William Paterson College of New Jersey, Department of Special Education and Counseling. (Comp. No. 84.158C - OSERS File No. 191)

final reports / New Jersey / Project LINK / mentors / social skills

Using the college campus as a "microcosm of society," Project LINK's major purpose was to serve as a bridge from school to community for non-college bound mildly handicapped youth. Transition was facilitated by expanding the array of readiness skills that participants needed to become independent, functioning, and contributing members of society. Through Project LINK, expanded training and professional experiences were provided for selected undergraduate students. These undergraduates (mentors), who majored in special education or related fields, received intensive training and worked directly with project participants (members) in all components of the program on a regular basis. The campus-based program was systematically linked with Local Education Agencies (LEAs) and postsecondary service providers (PSSPs)--DVR, PIC. DDD--that serve handicapped youth through a process of collaborative planning and program implementation. Appendices include worksite supervisor's handbook and a mentor handbook.

44.
Hanley-Maxwell, Cheryl; Szymanski, Edna Mora; Parent, Wendy; & Schriner, Kay Fletcher (1990).

Supported employment: Revolution, passing fad, or a remake of an old song? Rehabilitation Education, 4, 233-246.

supported employment / vocational rehabilitation / program development / personnel preparation

This article examines the impact supported employment has had on the rehabilitation service delivery system. Factors for supported employment survival, barriers associated with supported employment implementation, and personnel preparation for supported employment are discussed.

45.
Patterson, Jeanne Boland; & Curl, Rita M. (1990).

Ethics education in supported employment preparation. Rehabilitation Education, 4, 247-259.

supported employment / personnel preparation

Ethics education is an important component of personnel preparation in supported employment that has not been addressed in the literature. This article includes recommendations for incorporating ethics education in supported employment training programs and a discussion of ethical issues, including client selection, choice, confidentiality, job placement/advancement, and supervision.

46.
Szymanski, Edna Mora; Shafer, Michael S.; Danek, Marita M.; & Schiro-Geist, Chrisann (1990).

Supported employment in rehabilitation education. Rehabilitation Education, 4, 261-276.

supported employment / personnel preparation / rehabilitation counseling

In this article, overviews of supported employment and rehabilitation education along with an introduction to some current supported employment issues are provided. From this overview the following curricular content areas for supported employment are identified: (a) introduction to supported employment; (b) supported employment service delivery; (c) guiding principles; (d) job placement; (e) coordination among disciplines, agencies, service delivery systems, and funding sources; and (f) program evaluation and research. These content areas are mapped into the Council on Rehabilitation Education curricular content areas for Master's degree rehabilitation counseling programs. Discussion is provided regarding the incorporation of supported employment in Bachelor's, Master's, and doctoral rehabilitation education curricula.

47.
Hanley-Maxwell, Cheryl; Bordieri, James; & Everson, Jane M. (1990).

Issues related to the preparation of administrative personnel for supported employment roles. Rehabilitation Education, 4, 277-286.

supported employment / personnel preparation

Human service administrators play an integral part in the success of the services they manage. This article addresses the critical roles that supported employment administrators play in the implementation of these community-based programs. Current roles for rehabilitation administrators, supported employment variations of these roles, and administrator training issues are discussed to provide a framework for administrative personnel development.

48.
Everson, Jane M.; & Brooke, Valerie (1990).

Training job coaches to serve employees with multiple and low-incidence disabilities: Implications for the 1990s. Rehabilitation Education, 4, 287-300.

supported employment / personnel preparation / job coaches

Numerous articles and a limited number of research studies have suggested personnel competencies for job coaches and other supported employment personnel. One limitation of the current literature is the limited focus on personnel who serve supported employment candidates with multiple and low-incidence disabilities. This article presents communication, orientation, mobility, vocational assessment, employee-specific job development, systematic instruction and fading, and rehabilitation technology as suggested competency areas for these personnel. In addition, strategies for addressing these competencies are provided.

49.
Sowers, Jo-Ann; Hall, Sandra; & Rainforth, Beverly (1990).

Related services personnel in supported employment: Roles and training needs. Rehabilitation Education, 4, 319-331.

supported employment / physical disabilities / personnel preparation

This paper addresses the roles that physical, occupational, and speech therapists can play in the employment of individuals with physical disabilities. Individuals with physical disabilities face many unique employment challenges. Related service personnel have expertise that is invaluable to supported employment programs in meeting these challenges. To most effectively contribute to these programs, related service staff need to gain additional knowledge and skills. This paper describes employment strategies unique to persons with physical disabilities, the expertise that related service staff can bring to supported employment efforts, and the training needs of these staff.

50.
Negri, Nanette A.; Shoultz, Michael D.; & Majure, Ann (1990).

The analysis of challenging behavior: What is this behavior communicating? What do supported employment personnel need to know? Rehabilitation Education, 4, 333-346.

supported employment / behavior modification / personnel preparation

This article reviews evidence from studies and clinical experience that indicate challenging behavior (i.e., aggression, destruction, severe tantrums, and self-abuse) can be more effectively managed, both immediately and long term, when the possible message value of the behavior is identified. The premise is that all behavior, regardless of how unconventional or "inappropriate," has functional message value. Whereas the intent of the individual engaging in the bahavior may not be to "tell" us something, the behavior itself communicates important information.

A strategy that will assist supported employment personnel in identifying possible message value of behavior is discussed. Suggestions for analysis and nonaversive intervention are presented for inclusion in preservice and inservice training curricula.

51.
Wheeler, Jill D. (1990).

The effects of educational background and population served on the perceived training needs of employment training specialists in supported employment. Rehabilitation Education, 4, 347-358.

supported employment / personnel preparation / job coaches

The purpose of this study was to determine if the educational background or the population served by employment training specialists in supported employment affected the preferred content and format(s) for inservice training. The subjects were 172 personnel who were involved in providing direct services to consumers in supported employment programs in Wisconsin. All the subjects had participated in an introductory 4-day training on supported employment during 1988 and 1989. A 19-item questionnaire was developed and mailed to each subject. The results of this study indicated that even though the majority of employment training specialists had college degrees, there was still significant need for training content that included the basic components of the supported model. The preferred methods for obtaining needed training were fairly traditional and short-term. The educational background of the subjects did not significantly affect their preferences for either training content or format. The population served affected the training content desired. Those employment training specialists serving consumers with severe or multi-disabilities had a greater interest and need in training across a wider array of content areas than did their colleagues serving other populations.

52.
Chandler-Kelley, Shirley K. (1990).

A competency-based master's program to train supported employment personnel. Rehabilitation Education, 4, 359-366.

supported employment / personnel preparation / postsecondary education / Virginia

This article describes the graduate program in supported employment at Virginia Commonwealth University. Now in its fourth year, the program was developed to prepare personnel for middle-management positions within the supported employment framework. This article presents an overview of the program, a description of the curriculum, and comments from the faculty and students. A survey was developed to measure the satisfaction of

the graduate students and obtain their input on the curriculum, faculty and program in general. Ninety-one percent of the students interviewed indicated a high degree of satisfaction. Comments were also solicited from the faculty as a means to further evaluate the program.

53.
Trach, John S.; Rusch, Frank R.; & Schiro-Geist, Chrisann (1990).

Master of science in rehabilitation with an emphasis in supported employment. Rehabilitation Education, 4, 373-375.

supported employment / rehabilitation counseling / personnel preparation / Illinois

In the past five years, the focus of employment for persons with severe disabilities has shifted to accessing integrated work environments, away from the use of sheltered employment as a vocational option. The establishment of supported and competitive employment opportunities for persons who would previously have been considered ineligible for rehabilitative services has created a need for rehabilitation personnel skilled in supported employment, job development, task analysis, employer relations, and other areas related to the employment of persons with severe disabilities. To address this need, a preservice and inservice program in supported employment was established at the University of Illinois at Urbana-Champaign. This paper discusses the emphasis, eligibility requirements, and implications of this new program.

54.
Mank, David (1990).

[State self-assessment tool.] Eugene: University of Oregon, College of Education, The Employment Network.

National Technical Assistance Projects / Oregon / Virginia

The state self-assessment tool provides the structure for assessing elements critical to implementation of supported employment. The memo attached outlines the process for completing a state self-assessment of progress and developing a technical assistance plan.

55.
Agran, Martin; Test, David; & Martin, James E. (in press).

Employment preparation of students with severe disabilities. In F. Spooner & E. Cipani (Eds.), Curricular and instructional approaches for persons with severe handicaps. Boston: Allyn and Bacon.

severe disabilities / supported employment / transition / adaptability model

This chapter has several functions. First, it provides information on the factors responsibile for the current professional interest in providing persons with severe disabilities appropriate transition and supported-employment services. Second, the chapter describes recommended instructional technologies. A comparison of teacher- and student-directed strategies is also presented. Third, a description of the adaptability instructional model, which seeks to provide students with a range of problem-solving and adaptability skills needed for successful transition, is presented. Fourth, a review of available curriculum materials is presented. Fifth, a description of the supported employment initiative is presented. Last, descriptions of several model programs are given. Employment preparation for students with severe disabilities is a complex, multifaceted process, and this chapter seeks to provide current, state-of-the-art information on how these issues are being addressed.

56.
Agran, Martin; Salzberg, Charles L.; & Martella, Ronald C. (in press).

Expectancy effects in social validation methodology: Are there differential expectancies for employees with mental retardation? Research in Developmental Disabilities.

social validation / vocational training

Although the social validation methodology has been found useful in identifying work skills associated with job success, it is uncertain whether respondents who have had experience working with persons with mental retardation respond differentially to surveys than individuals without such previous experience. In the present study, the responses of respondents who had prior experience working with employees with mental retardation were compared to those of persons without such experience. Also, the effects of specified verbal referents in surveys were investigated. The findings revealed that prior experience did not appear to affect ratings; however, several differences were identified. The findings are discussed with respect to employment preparation programs.

57.
Rhodes, Larry; Sandow, Dennis; Mank, David; Buckley, Jay; & Albin, Joyce (1991).

Expanding the role of employers in supported employment. Journal of the Association for Persons with Severe Handicaps, 16(4), 213-217.

supported employment / employer involvement

Since the Workforce 2000 report documenting labor trends and issues was released by the Hudson Institute in 1987, business and industry have been re-evaluating how support is provided to employees. Employee assistance programs, investment in training, and moves to accommodate an increasingly diverse workforce present an unparalleled opportunity to bring supported employment technology, values, and systems to contemporary business. This paper defines the challenge for persons engaged in supported employment services, proposing a redefinition of how job supports occur and an expanded role for employers in providing this support.

58.
Curl, Rita M.; & Hall, Shanna M. (1990).

Put that person to work! A manual for implementors using the co-worker transition model. Logan: Utah State University, Developmental Center for Handicapped Persons, Outreach, Development, & Dissemination Division. (Comp. No. 84.078C - OSERS File No. 212)

Co-worker involvement / vocational training / Utah / Co-worker Training and Transition Model

This manual describes an intervention strategy that enlists professionals including rehabilitation counselors, training specialists, and educators to work in conjunction with businesses to establish truly integrated work settings. Program implementation procedures are outlined. This manual accompanies the Co-worker training manual (Entry No. 2, Vol. 4 of the Annotated Bibliography).

59.
Dalke, Connie (1990).

Final report: Project HAPPEN. Whitewater: University of Wisconsin-Whitewater. (Comp. No. 84.078C - OSERS File No. 169)

final reports / Wisconsin / Project HAPPEN / postsecondary education / learning disabilities

Project HAPPEN (Helping Achieve Postsecondary Placement through Ecological Networking) was a three year model demonstration project designed to assist students with learning disabilities plan for and better prepare themselves for their transition from secondary to postsecondary environments. This report presents an overview of the activities that occurred during Project HAPPEN's three-year funding period. Six major goals included:

1. forming a working partnership between postsecondary settings and high schools;
2. providing services to students beginning in the freshman year of high school;
3. facilitating an effective transition from secondary to postsecondary environments;
4. communicating the competencies necessary for success in the areas of academic preparedness, social-emotional concerns, and vocational education;
5. monitoring project clients throughout high school and one year into the postsecondary setting; and
6. collaborating with existing educational support services.

60.
DeStefano, Lizanne (n.d.).

Evaluating effectiveness: A comparison of federal expectations and local capabilities for evaluation among federally-funded model demonstrations programs. Champaign: University of Illinois at Urbana-Champaign, Transition Research Institute.

program evaluation / model programs / evaluation technical assistance

Federal funding mandating the conduct and reporting of program evaluation activities has become increasingly prevalent in education over the last two decades. This paper examines the issues that arose when a particular set of federally funded model demonstration projects, OSERS' secondary/transition projects, were obligated by federal initiative to improve the amount, quality, and use of evaluation. These issues are organized into two areas: (a) the nature of federal expectations and needs for evaluation data; and (b) the extent of local capabilities to meet those expectations and provide evaluative data. Regulatory and methodological implications of the discrepancy between federal expectations and local capabilities along with implications for evaluation technical assistance are discussed.

61.
Copman, Sandra (1990).

Final evaluation report: Action for Boston Community Development, Inc. Boston: Action for Boston Community Development, Inc. (Comp. No. 84.086M - OSERS File No. 142)

final reports / Massachusetts / severe disabilities

ABCD's "Transitional Skills Development Program" (TSDP) focused upon a group of approximately 30 young adults from the inner city of Boston. Their disabilities ranged in type and degree of severity, with each participant primarily disabled by a combination

of physical and cognitive factors. An example of many of the students were those who had mental retardation along with a neuromuscular disease such as cerebral palsy. Thus, mobility and cognition were adversely affected in most cases.

The overall aim of the project was to provide youths in transition from school to adult life with the skills necessary to meet the many new challenges they would be facing upon leaving high school (e.g., working, traveling independently, making new friends and leaving old ones, etc.). Exercises and activities that address some of these challenges included sexuality education and counseling groups, family services and referrals, a wide range of collaborative activities with area agencies and facilities, community-based training in natural settings, recreational opportunities, and vocational training and job placement with support. Impact and barriers are described.

62.
U.S. Department of Education (1991).

America 2000: An education strategy. Washington, DC: Author.

policy analysis / program development

America 2000 is an education strategy which reflects the following six goals adopted in 1990 by President Bush and U.S. governors:

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter....every school in America will ensure that all students learn to use their minds well....
4. U.S. students will be first in the world in science and matn achievement.
5. Every adult American will be literate....
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

63.
Davila, Robert R.; Williams, Michael L.; & MacDonald, John T. (1991).

Clarification of policy to address the needs of children with attention deficit disorders within general and/or special education [Memorandum], U.S. Department of Education, OSERS, Washington, DC.

attention deficit disorder (ADD)

This memorandum clarifies the circumstances under which children with ADD are eligible for special education services under

Part B of the Individuals with Disabilities Education Act (Part B), as well as the Part B requirements for evaluation of such children's unique needs. The memorandum also clarifies the responsibility of state and local education agencies (SEAs and LEAs) to provide special education and related services to eligible children with ADD under Part B. Finally, it clarifies the responsibilities of LEAs to provide regular or special education and related aids and services to those children with ADD who are not eligible under Part B, but who fall within the definition of "handicapped person" under Section 504 of the Rehabilitation Act of 1973. Because of the overall educational responsibility to provide services for these children, it is important that general and special education coordinate their efforts.

64.
Fabian, Ellen S. (1991).

Using quality-of-life indicators in rehabilitation program evaluation. Rehabilitation Counseling Bulletin, 34(4), 344-356.

quality of life / program evaluation

This article discusses three approaches to assessing quality of life for individuals with disabilities and provides examples of them. It also discusses implications for practical use of quality-of-life indicators in rehabilitation program evaluation.

65.
Fuchs, Douglas; Fuchs, Lynn S.; Fernstrom, Pamela; & Hohn, Michael (1989).

Achieving responsible reintegration of behaviorally disordered students. Nashville, TN: Vanderbilt University, George Peabody College for Teachers. (ERIC Document Reproduction Service No. ED 313 857)

behavioral disorders / mainstreaming

The paper describes a case-by-case reintegrating strategy for transfer of special education students to less restrictive environments stressing "transenvironmental programming," student-directed interventions, and collaborative consultation.

66.
Wolford, Bruce; Miller, Cynthia J.; & Lawrenz, Pam (1990).

Transitional services for troubled youth. Richmond: Eastern Kentucky University, Department of Correstional Services. (ERIC Document Reproduction Service No. ED 319 923)

behavioral disorders / human services

The 11 articles in this monograph, selected from more than 100 presentations made at the National Conference on Transitional Services for Troubled Youth, examine the history, current status, best practices, and future needs of troubled youth who are returning from residential to community settings.

67.
Wilson, Philip G.; Rusch, Frank R.; & Lee, Suzanne (n.d.).

Strategies to increase exercise-report correspondence by boys with moderate mental retardation: Collateral changes in intention-exercise correspondence. Unpublished manuscript, University of Illinois at Urbana-Champaign.

correspondence training / moderate mental retardation

Correspondence between verbal and nonverbal behavior in an exercise room was taught to four 13-year-old boys diagnosed with moderate mental retardation. Participants were asked prior to each exercise session which exercise machine(s) they intended to use. No contingencies on stating intentions (promising) were applied. Following the exercise session, participants were asked to say (report) which machine(s) they had used. After the baseline condition, "do-report" correspondence training was introduced sequentially across participants. During "do-report" correspondence training, accurate reporting was reinforced. High rates of both "do-report" and "promise-do" correspondence were observed. Data were analyzed via a multiple-baseline-across-subjects design and contingency-space analysis. Results are discussed in relation to observed changes in "promise-do" correspondence subsequent to observed changes in "do-report" correspondence.

68.
Vandergoot, David; & Wenzel, Victoria (1990).

A research based innovative placement program. American Rehabilitation, 16(3), 2-8, 32.

Innovative Placement Program / job placement

This article shows how research findings can be integrated into a service delivery system that meets the needs of both people with disabilities and professionals who work with them. Vandergoot in 1986 and 1987 conducted an extensive review of research literature that related rehabilitation service system factors to placement. The findings were used to design a system to create more job opportunities for people with disabilities. The article is a description of this service model.

69.
Robinson, Kathy (1991).

Project PERT: Final report [includes update report.] Fisherville, VA: Woodrow Wilson Rehabilitation Center. (Comp. No. 84.078B - OSERS File No. 96)

final reports / Virginia / Project PERT / postsecondary education

Project PERT was designed to provide learning disabled (LD) and mildly mentally retarded (MMR) students with:

1. a continuum of vocational programs and services, including vocational evaluation, vocational exploration, vocational counseling, work adjustment, independent living skills development, vocational training, job placement and job maintenance services;
2. opportunities to pursue articulated vocational programs that span secondary and postsecondary school settings;
3. programs that provide for the development of extended career ladders; and,
4. an education/rehabilitation service delivery system that allows for the smooth transition of LD and MMR individuals from secondary to postsecondary training to independent employment and successful life adjustment.

Appendices include:

A. Group memberships, responsibilities and statistical data.
B. Training package, including participant and leader training manuals, trainer techniques, and trainer resource handouts.
C. Project PERT operations manual.
D. Handbook for MIT (Model Implementation Team) members.
E. Program evaluation survey.

An update report for fiscal year 1992 is also included.

70.
Rusch, Frank R.; Kohler, Paula D.; & Hughes, Carolyn (1992).

An analysis of OSERS-sponsored secondary special education and transitional services research. Career Development for Exceptional Individuals, 15(1), 121-143.

model programs / program implementation / barriers

The purpose of this investigation was to aggregate the findings from five OSERS-funded competitions dealing with transition from school to work or postsecondary education. Data from 42 employment-focused and 22 education-focused projects were included. Areas of analysis included the degree to which projects aligned themselves with OSERS' stated purposes; the relationship between project purposes, activities, and outcomes; and the barriers most frequently cited. An analytic model was applied to examine process and outcome variables within and across competitions at multiple levels of influence in the "community."

Results indicated that (a) project emphases have been directed at one or two specific levels of influence; (b) of the 64 projects, 53 cited at least one OSERS-stated purpose; (c) employment-related projects generally have focused on providing community-based vocational training and employment services, delivered through cooperative arrangements; (d) education-related projects have focused on postsecondary support services and programs, delivered cooperatively; and (e) the most frequently cited barriers to program effectiveness were parent or family resistance, personnel issues, and lack of collaboration.

71.
Chadsey-Rusch, Janis; Rusch, Frank R.; & O'Reilly, Mark F. (1991).

Transition from school to integrated communities. Remedial and Special Education, 12(6), 23-33.

literature review / community integration / transition

This article reviews research on employment, residential, and social outcomes of youth transitioning from school to adulthood. Results of follow-up studies show that only a few youths with disabilities are employed after leaving school. Further, these young adults are even less integrated into employment, independent living, and community activities as they age. The variables that may enhance selected community integration outcomes are also discussed. Variables that may enhance transition efforts include work experience in the community, good interpersonal skills, family involvement, and support from others. Finally, future directions for special education are discussed.

72.
Chadsey-Rusch, Janis (1992).

Toward defining and measuring social skills in employment settings. American Journal on Mental Retardation, 96(4), 405-418.

social skills / assessment techniques

Although it is clear that appropriate social skills are related to job success, little agreement has been reached on how to define and measure social skills. In this article, a definition of social skills is proposed that will begin to identify the components that need to be considered when teaching social skills to individuals with mental retardation in employment settings. In addition, three measurement approaches are discussed that further operationalize these components. Current social skills training research in employment settings is reviewed and discussed with respect to the measurement approaches proposed in this article.

73.
Michaels, Craig A.; Lee, Michele; Grosso, Christina; & Reiser, Francine (1991).

Social skills for the world of work and beyond: A curriculum designed to promote social skill development in college students with learning disabilities. Albertson, NY: National Center for Disability Services. (Comp. No. 84.078C - OSERS File No. 257)

social skills / learning disabilities / curriculum / postsecondary education

This curriculum was developed specifically to promote social skills development for college students with learning disabilities. The five modules include:
Module I: Interpersonal Skills;
Module II: Dealing with Feelings;
Module III: Dealing with Stress and Aggression;
Module IV: Planning Skills;
Module V: The Work Environment.
Each can be used separately.

74.
Michaels, Craig A.; Lee, Michele; Grosso, Christina; & Reiser, Francine (1991).

Gateways to the working world: A curriculum designed to foster career planning and job seeking skills in college students with learning disabilities. Albertson, NY: National Center for Disability Services. (Comp. No. 84.078C - OSERS File No. 257)

career development / learning disabilities / curriculum / postsecondary education / job placement

This is a companion volume to the previous entry. It was developed to foster the development of career-planning and job-seeking skills for students with learning disabilities. The four modules, which can be used independently, consist of:
Module I: Career Planning;
Module II: Written Skills;
Module III: Job Search Techniques;
Module IV: Interviewing Skills.

75.
Cullerton, Bridget; Pearson, John; & Gill, Douglas (1991).

The LOGIC Project: Local options generated through interagency compatibility. Final report. Olympia, WA: Office of Superintendent of Public Instruction. (Comp. No. 84.158N - OSERS File No. 201)

final reports / Washington / LOGIC Project / supported employment / severe disabilities

The goal of the project was to improve access to and placement in supported employment of students at graduation through reallocation of energy, resources, and responsibilities across agencies/systems. To reach this goal, the LOGICal Approach proposed the following objectives:

1. To improve the competency and capacity of teachers, agencies, and parents to impact student preparation and placement in supported employment;
2. To install and support four novel approaches to developing supported employment based on the needs of local communities: (a) establishing parent networks for developing jobs in local communities, (b) developing teacher competencies as job developers and coaches, (c) developing new approaches to contracting between counties/local school districts, and (d) developing methods for exchange of expertise between education and adult agency staff;
3. To evaluate the effectiveness of each approach;
4. To package and disseminate decision-making guidelines for replication by interested counties, school districts, parents, and state officials.

Appendices include Providing supported employment opportunities: Parent guidelines, and a Vendor directory.

76.
Brown, Pat; Gill, Doug; & Overdorff, Carol (1991).

Providing supported employment opportunities: Parent guidelines. Olympia, WA: State Superintendent of Public Instruction. (Comp. No. 84.158N - OSERS File No. 201)

supported employment / parent involvement / LOGIC Project / training manual

The purpose of these guidelines is to assist groups of parents, school district personnel, and other involved community members in organizing an agency whose purpose is to:

1. Shatter the myth that people who have developmental disabilities cannot contribute;
2. Provide a means for people with developmental disabilities to be contributing, productive members of their community;
3. Take steps on the local level to begin solving the unemployment crisis that exists for people with developmental disabilities, since public funding is inadequate in serving everyone;
4. Develop the resources to provide the ongoing support necessary for people with developmental disabilities to be successful on their jobs; and
5. Increase local support for businesses that provide employment to people with developmental disabilities.

77.
Affleck, James Q.; Weisenstein, Greg R.; Starr, Jack; Stowitschek, Joseph J.; & Howard, Debra Johnson (1990).

Final report. Models for providing secondary mainstreamed learning disabled and other mildly handicapped students with job-related training: Vocational education to work: An effective transition model. Seattle: University of Washington, Experimental Education Unit, WJ-10. (Comp. No. 84.158L - OSERS File No. 178)

final reports / learning disabilities / vocational education / Washington

A four-component model for integrating special education high school students into vocational education programs was implemented and field-tested over a two-year period. Formative evaluation revealed that elements of the model were implemented in both of the model site high schools and that "spin-off" implementation of model elements occurred, both in non-model high schools within the district and in comparison-site high schools outside the district. While this replication may have served to dilute the differences between model and comparison-site high schools, the apparent generalization of model elements beyond the model sites is highly encouraging. Summative evaluation revealed that substantial increases in vocational education course enrollment occurred in the original model site high school and that comparable enrollment levels were not found in comparison-site high schools.

78.
Murray, Jacque (1986).

Final report describing the activities for expenditure of funds under PL 91-230. Paoli, PA: The Vanguard School. (Comp. No. 84.078C - OSERS File No. 106)

final reports / Pennsylvania / social skills / behavior disorders

Vanguard School is a private special education facility providing day school programming for students identified as brain damaged and/or seriously socially/emotionally maladjusted. The goal of the Vanguard program is to aid students in making an adjustment to the learning and social environment and transitioning them back to the regular school, whenever possible. The primary objective of this project is to ease the transition of handicapped students into work and/or postsecondary academic or vocational programs. It would provide a very supportive, individualized program for students to develop the interpersonal and adult life skills needed to sustain employment.

79.
Price, Lynda (1989).

Final report: Secondary-postsecondary model transition program for learning disabled youth. Minneapolis: University of Minnesota, General College. (Comp. No. 84.078C - OSERS File No. 117)

final reports / learning disabilities / postsecondary education / Minnesota

The main objective of the LD Transition Project (The Secondary-Postsecondary Model Transition Project for Learning Disabled Youth) was to increase the likelihood that learning disabled high school juniors and seniors would enter and be successful in their first year of postsecondary education or vocational experience. The following appendices are included and demonstrate the success of the project: journal articles, annotated bibliographies, conference proceedings, transition curriculum, student questionnaire, LD support group manual, evaluation reports, surveys, and data inventories.

80.
Jenkins, Joseph; & Emerson, John (1990).

Final report: Deriving job skills from the workplace: Models for providing learning disabled and other mildly handicapped students with job related training. Seattle: University of Washington, Experimental Education WJ-10. (Comp. No. 84.158L - OSERS File No. 179)

final reports / learning disabilities / social skills / career development / Washington

The purposes of "Deriving Job Skills from the Workplace" were (a) to clarify in detail employee job related skills and characteristics deemed critical by a sample of employers of high school special education and nonhandicapped graduates in the Seattle area; (b) to develop and test a school-based curriculum designed to help learning disabled secondary students acquire, master, and retain those skills and characteristics in employment; and (c) to track the progress of learning disabled graduates in employment. Appendices included in this final report include:

A. Employer interview questionnaire
B. Sample social skill lesson
C. Employer survey results
D. Social skills instructional format
E. Employer anecdote cards
F. Preintervention student interview questionnaire
G. Student performance rating form
H. Employer profile catalog
I. Profiles of success
J. Follow-along student interview questionnaire
K. Cohort 1 follow-along results
L. Curriculum evaluation questionnaire and results.

81.
Corn, Juliana (1989).

Final report: A demonstration project to teach remedial mathematics to students with learning disabilities (1986-1989). New York: Queensborough Community College of the City University of New York. (Comp. No. 84.078C - OSERS File No. 124)

final reports / New York / learning disabilities / mathematics / postsecondary education

This three-year project was a multifaceted program to teach remedial mathematics to community college students with learning disabilities. It combined curriculum modification, teacher and tutor training, development of CAI materials, videotapes and faculty handbook with comprehensive support services to the students who were completing their remedial math requirements.

Appendices include a student satisfaction questionnaire, survey of faculty knowledge and attitudes towards learning disabled students, review of computer software, and a guide for teaching remedial mathematics.

82.
Burnham, Sonja; & Satcher, Jamie (1991).

Final report: Project WE CAN. Mississippi State: Mississippi State University, Department of Counselor Education. (Comp. No. 84.078C - OSERS File No. 217)

final reports / Mississippi / Project WE CAN (Working with Employers through Cooperative Agency Networking)

Project WE CAN had as its primary goal the enhancement of the transition of mildly and moderately handicapped youth in Mississippi into gainful employment. This goal was to be accomplished by assisting youths with handicaps with placement into training programs (community colleges, vocational-technical centers, sheltered workshops, or on-the-job training programs); by providing inservice training for postsecondary educators, agency personnel and employers; and by establishing a model program at Mississippi State University.

Attachments include the following brochures: "A model for postsecondary transition," "Transitions resource directory," "Preparing for the world of work."

83.
Rhodes, Larry; Bert, Susan; Lynch, Bill; & McLean, Debra (1991).

Final report. From school to adult life: Building a transition system. Eugene: University of Oregon, College of Education. (Comp. No. 84.158C - OSERS File No. 192)

Oregon / final reports / transition planning

Within the four demonstration communities, problem identification and resolution activities, training, and technical assistance combined to enable the successful transition of students from school programs for persons with severe disabilities. Thirty-seven students were involved in the project at these primary demonstration sites. Nineteen students left school services prior to the conclusion of the project; of these, 16 were employed.

Barriers to transition were identified both within the direct experiences of the project staff at demonstration sites and through survey. The predominant themes identified within this project mirrored the reports of other transition projects: (a) absence of funding for services once the student leaves the school system, (b) lack of information and communication among stakeholders, and (c) no defined agency responsibility for transition.

Appendices include:

1. Transition accomplishment model
2. Interviews related to barriers and practical strategies of transition
3. Validation survey
4. Individual transition planning
5. Technical assistance implementation plans
6. Training events evaluation summaries
7. Transition briefs

84.
Izzo, Margo Vreeburg; Dennis, Lawrence; & Horstmeier, DeAnna (1991).

A community-based network to assist in the transition from school to work for youth with disabilities: A four-part model. Final report. Columbus: Ohio State University, Center on Education and Training for Employment. (Comp. No. 84.158C - OSERS File No. 132)

final reports / Ohio / Project NETWORK / interagency cooperation

The purpose of Project NETWORK was to develop a model whereby school and agency personnel, parents, and employers could better coordinate their support services to ensure that youths with disabilities experience effective transition from school to work with the support necessary. Project goals demonstrated that through increased cooperation:

1. youth would gain quality job training within the school environment;
2. youth would have support during their transition process;
3. youth would have on-the-job training, if necessary, provided by a job coach;
4. employers would receive the necessary support and training to effectively supervise the new worker; and
5. employers would have a contact person to call upon if problems developed.

Appendices include:

A. Individualized transition planning and record sheet
B. Year III interagency conference
C. Dissemination articles

D. Centergram article
E. Transition task force--5 year plan
F. Ohio speaks: Futures forum report
G. Employability/life skills assessment

85.
Tomlan, Patricia S.; & Michaels, Craig (n.d.).

Integrating persons with learning disabilities into the workplace: Are postsecondary settings preparing students? Albertson, NY: Human Resources Center. (Comp. No. 84.078C - OSERS File No. 257)

learning disabilities / success / transition

Postsecondary service providers working with students who have learning disabilities are urged to actively prepare these students for the realities in the world of work. Five skills appear to be fundamental to successful movement from the postsecondary environment to competitive employment. These skills include proficiencies in self-advocacy and problem-solving, listening, memory, and organization. In addition, "proactive" skills are required, which assist the employee in both anticipating the consequences of his/her actions and "reading" the business environment accurately.

86.
Rosenthal, Irwin (1990).

Final report for Project CAREER. New York: New York University, Counselor Education Department. (Comp. No. 84.078C - OSERS File No. 162)

final reports / New York / Project CAREER / learning disabilities

This final report details the goals, major activities, and results of the three years of Project CAREER, an experience-based career education project for learning disabled college students with a focus on career/job development training through the use of field studies and internships.

Appendices include:
A. Tables
B. Career development course and sample instructional/reference materials
C. Evaluation scales and assessments
D. Case study interview schedules
E. Project institutionalization
F. Project dissemination
G. Job placement and outreach
H. Case studies

87.
Curry, K. L. (1991).

Vocational and Literacy Development for the Mildly Handicapped Offender (VALE): Final report. Buffalo, NY: State University College at Buffalo. (Comp. No. 84.078C - OSERS File No. 213)

final reports / New York / adjudicated youths / Project VALE (Vocational and Literacy Development for the Mildly Handicapped Offender

VALE was a three-year federally funded demonstration project. Its purpose was to intervene with young adult handicapped offenders who were in need of literacy and vocational training. Fifty-seven mildly handicapped individuals were selected over a three-year period from the arrested population in a local jail. They were given remedial and compensatory reading, math, language and life skills instruction by graduate students in the Exceptional Education and the Elementary Education and Reading Departments at Buffalo State College. Project personnel provided case management and liaison with a variety of human services and vocational training agencies, the courts. They also provided some supervision of trainees in vocational sites.

Appendices include:

A. VALE client profiles
B. VALE first-year evaluation
C. VALE second-year evaluation
D. VALE client transition plan
E. VALE ecological inventory
F. VALE instructional materials inventory.

88.
Humbert, Jack R.; & Weiner, Bill (1991).

Project TEST CORE: Technical and employability skills training for competitive occupation related employment. Final report. Kalamazoo: Western Michigan University. (Comp. No. 84.078C - OSERS File No. 216)

Project TEST CORE (Technical and Employability Skills Training for Competitive Occupation Related Employment) / Michigan / final reports / visual impairments

The mission of Project TEST CORE was to generate employment opportunities for blind and visually impaired persons. Participants acquired technical, life-survival, and employability skills through a training and placement network composed of higher education, secondary, and postsecondary vocational education.

The purpose of the demonstration project was to develop a model of interagency cooperation that would facilitate the linkage of business, industry, labor, blind rehabilitation, and vocational education for the purpose of generating employment opportunities for blind and visually impaired persons.

Included are an adaptive equipment list, case studies, transcript of panel discussion, and student forms.

89.
Balser, Richard M. (1991).

Putting youth with disabilities to work: A business-education partnership. Final evaluation report. Portland: Maine Medical Center, Department of Rehabilitation Medicine, Hospital Industries Program. (Comp. No. 84.158N - OSERS File No. 195)

final reports / Maine / employer involvement / vocational training

The ultimate goal of the three-year school-to-work transition demonstration project was to increase by 50 the number of severely disabled youth who would obtain and maintain jobs with the necessary supports upon graduation. These youth would come from two demonstration communities in Maine, South Portland and Westbrook. The project was designed to achieve the goal by helping students to explore career options while still in school; by demonstrating the student's capacity for employment by providing a number of job experiences, each building upon the other; by collecting evaluative material on the student's tolerance for work, stamina, and ability to get along on the job; by documenting the relationship of the specific disability and the necessary support to job performance; and by building a work record for the student through paid employment.

90.
Wacker, David; Berg, Wendy; Flynn, Thomas; Fromm-Steege, Lisa; Murray, Jerry; & Catlett, Amy (1990).

Promoting competitive employment services for persons with severe handicaps through a coordinated longitudinal model: Final report. New York: New York University, Counselor Education Department. (Comp. No. 84.158C - OSERS File No. 189)

final reports / Iowa / supported employment

The major purpose of the project was to develop and implement coordinated methods for the provision of supported work options for persons with severe handicaps. The project involved direct participation and collaboration between the University of Iowa and three school programs (Ames, Burlington, and Marshalltown) and three adult vocational training programs (Adults, Inc., Rural Employment Alternatives, Inc., and Options of Linn County). The project also included ongoing consultation provided by the Iowa Bureau of Special Education and the Division of Vocational Rehabilitation Services (DVRS).

Appendices include an interagency agreement, newsletter articles, and video (Entry No. 91).

91.
Division of Developmental Disabilities. Department of Pediatrics. University of Iowa Hospitals and Clinics [Producer] (1991).

"Take one" extra effort [Videocassette]. Iowa City: Producer. (Comp. No. 84.158C - OSERS File No. 189)

video productions / Iowa / supported employment

"Take One," developed for Iowa public television, received a 1988 National Association for Retarded Citizens Excellence in Media Award. This 10-minute video highlights employment options and community integration for individuals with severe disabilities. Emphasis is on functional curriculum, on-site training, job coaches, and self-reliance.

92.
William T. Grant Foundation Commission on Work, Family and Citizenship; & Institute for Educational Leadership (Comp.) (1991).

Voices from the field: 30 expert opinions on America 2000, the Bush administration strategy to "reinvent" America's schools. Washington, DC: Compilers.

America 2000 / program evaluation

To encourage public debate about President Bush's proposed nine-year crusade to "reinvent" America's schools, the William T. Grant Foundation's Commission on Work, Family and Citizenship, in collaboration with the Institute for Educational Leadership, asked some of the nation's most experienced scholars and leaders of previous government and foundation school reform efforts for their candid assessments of the Bush-Alexander education strategy. The result is Voices from the Field: 30 expert opinions on "America 2000," a collection of essays reflecting a diversity of viewpoints and experiences.

93.
Office of Special Education and Rehabilitative Services (OSERS) (1991, Summer).

OSERS News in Print, 4(1) [Issue on postsecondary education.]

postsecondary education / model programs

The articles in this issue are devoted to postsecondary education for individuals with disabilities and include:
1. Davila, R. R., "A message from the Assistant Secretary."
2. Unger, K. V., "Supported education for people with psychiatric disabilities ... Issues and implications."
3. Schroedel, J. G., & Watson, D., "Postsecondary education for students who are deaf ... A summary of a national study."

4. Hermanson, M., & Landstrom, B., "Developing a sense of community for students with disabilities at a tribally controlled college."
5. Wall, C. C., & Culhane, H., "Project Employment ... A model for change."
6. Hartman, R. C., "HEATH Resource Center ... Postsecondary education for individuals with disabilities."
7. Kregel, J., West, M., & Wehman, P., "Assisting young adults with severe TBI to get and keep employment through a supported work approach."

94.
McGee, Jerry (1990).

An analysis of cooperative models for planning and developing transitional services (Competition 84.158B). Unpublished manuscript, University of Illinois, Transition Research Institute, Champaign.

interagency cooperation / program evaluation / model programs / barriers

The purpose of this report was to analyze model projects that were funded within the Office of Special Education and Rehabilitative Services 84.158B competition. Additionally, this analysis examined the possible relationships between purposes, activities, outcomes, and barriers utilizing the multilevel systems approach suggested by Rusch et al. (1991). The examination of the four levels should lead to implications of possible direction for future program development. The identification of common variables as well as project barriers are discussed.

95.
Gajar, Anna H.; Rusch, Frank R.; & DeStefano, Lizanne (n.d.).

A descriptive analysis of Competition 84.078B postsecondary model programs. Unpublished manuscript, University of Illinois at Urbana-Champaign.

postsecondary education / program evaluation / model programs

The purpose of this competition was to stimulate the field of higher education to conduct projects that will enhance postsecondary possibilities for mildly mentally retarded and learning disabled persons, especially to assure that demonstrated models for these handicapped populations are available to those concerned with their continuing educational needs. The purpose of this paper was to analyze the demographic characteristics, purpose, activities, outcomes, and barriers associated with the programs funded under this program.

96.
Rubin, Stephen S. (1991).

An analysis of federally funded model demonstration/employment projects for youths with disabilities (84-023D). Unpublished manuscript, University of Illinois at Urbana-Champaign.

model programs / program evaluation / vocational training / secondary education

This paper assists in evaluating the impact of the federal transition initiative by analyzing the federally funded youth demonstration/employment projects. The scope of the analysis includes: (a) a description of program characteristics, purposes, activities and outcomes, (b) identification of barriers that precluded the attainment of proposed outcomes, (c) dissemination activities, and (d) extent of program replication.

97.
Traustadottir, Rannveig (Prep.) (1991).

Supported employment: Issues and resources. Syracuse, NY: Syracuse University, Center on Human Policy, Research and Training Center on Community Integration.

supported employment / natural supports / literature review

This information package was developed in response to requests by individuals, programs, agencies, and states for information on supported employment. This package is a revised and updated version of an information package, Resources on Supported Employment, published in 1988. Articles in the revised version include:

1. "Supported employment: A conceptual overview" (Lutfiyya, Rogan, & Shoultz).
2. "Facilitating natural supports in the workplace: Strategies for support consultants" (Hagner, Murphy, & Rogan).
3. "A consumer perspective: From sheltered workshops to supported employment" (Kennedy).
4. "A parent perspective: Tori gets a job" (Scro & Teelucksingh).
5. "A gender perspective: Employment, equality, and gender" (Traustadottir).
6. "Annotated bibliography on supported employment" (Shoultz).

98.
Bull, Bruce; Bullis, Michael; & Johnson, Pattie (1991).

Research on the school-to-community transition of adolescents with behavior disorders: An annotated bibliography. Monmouth: Western Oregon State College.

literature review / behavior disorders / transition

In the fall of 1989, the Teaching Research Division of Western Oregon State College received a three-year, field-initiated grant from the U.S. Department of Education, Office of Special Education Programs, Division of Innovation and Development. The grant was designed to develop instruments to assess the community-based social behaviors of adolescents with behavior disorders (BD). To structure the investigation, the authors investigated the relevant professional literature on the school-to-community transition of the group. The results of that literature review form the basis of this annotated bibliography.

99.
Fenell, David L.; Martin, James E.; & Mithaug, Dennis E. (in press).

The transition from school to work for students who are mentally retarded: Focus on the family. In L. Golden & D. Capuzzi (Eds.), Family interventions with school related problems: A guide for professionals who help children and young people. Springfield, IL: Charles E. Thomas.

family involvement / transition

Students who are mentally retarded frequently have difficulty making the transition from public school programs to competitive employment in the workplace. Recently, more emphasis has been placed on assisting students who are mentally retarded in making this transition. However, effective implementation of transition programs for persons who are mentally retarded cannot occur without full parental support. This chapter introduces the concept of transition and demonstrates the benefits of transition programs to the student who is mentally retarded, the family, and society. Additionally, it offers suggestions for school personnel who work with the parents of students who are mentally retarded to increase the likelihood of parental support and, hence, program success.

100.
Ferguson, Brad; Mathot-Buckner, Connie; & McDonnell, John (1990).

Community Employment Placement Project: Program implementation manual. Salt Lake City: University of Utah, Department of Special Education, School and Community Integration Program, Community Employment Placement Project. (Comp. No. 84.158N - OSERS File No. 202)

Community Employment Placement Project (CEPP) / training manual / supported employment / Utah

This manual was designed to assist teachers and administrators in implementing the Community Employment Placement Program (CEPP), a program designed to place students with severe handicaps in supported employment prior to their exiting the school system.

Section One provides an overview of the program. Section Two points out some of the logistical considerations related to implementing the model. Due to the unique characteristics of each school district, the issues presented in Section Two do not exhaust the start-up issues that may need to be addressed. Since CEPP is a transition model as well as an employment program, Section Three discusses the development of interagency agreements.

101.
Wilson, Philip G.; O'Reilly, Mark F.; & Rusch, Frank R. (1991).

Analysis of minority-status supported employees in relation to placement approach and selected outcomes. Mental Retardation, 29(6), 329-333.

minorities / supported employment / Illinois

The employment outcomes of nonminority and minority-status supported employees in the state of Illinois were examined. Results indicated that minority-status supported employees were younger, had higher IQs, and earned higher wages per month than did nonminority supported employees. Few differences between minority subgroups were identified.

102.
Sowers, Jo-Ann (1991).

Transitioning students with physical and multiple disabilities to supported employment. Journal of Vocational Rehablitation, 1(4), 25-37.

physical disabilities / multiple disabilities / supported employment

This article focuses on the unique approaches that school programs need to take to assist students with multiple disabilities to be employed in individual situations and to ensure the ongoing supports they will require to maintain employment.

103.
L'Homme, Bertrand; Scaggs, Gary; Weissman, Lina; & Stein, Eric (1987).

Predicting treatment outcome for behaviorally disordered adolescents: The City Lights Study. Final report. Washington, DC: The Academy for Educational Development. (Comp. No. 84.158A - OSERS File No. 23)

final reports / Washington, DC / behavioral disorders / minorities

The City Lights Study examined the transition to independence of urban black, behavior disordered adolescents to a more or less restrictive environment. Subjects (N=52) were drawn from students who had attended City Lights School, a private, not for profit, psychoeducational, day treatment program in the District of Columbia.

The study examined the transition to independence by: (a) looking at whether students were placed in a more or less restrictive environment at disposition and follow-up; and (b) whether students are working and living independently at the time of follow-up. By means of descriptive statistics and multivariate regression analysis the study isolated sets of factors that were able to predict more or less restrictive environment, employment, and independence.

104.
Merrill, Jayne P. (1991).

Project CAREER: Final report. El Paso, TX: El Paso Community College. (Comp. No. 84.078C - OSERS File No. 211)

final reports / Texas / Project CAREER

This program provided direct services to adults (ages 17-34) with learning and/or orthopedic disabilities. The major emphases of the Project CAREER Program were as follows: (a) provision of short-term job training; (b) assistance with job placement for project graduates; (c) facilitation of graduate re-entry into college credit programs; and (d) dissemination of project products and information.

Appendices to the final report include:

A. Monthly activity reports.
B. Organizational chart.
C. Project CAREER brochures (English/Spanish).
D. Intake interview.
E. IEP/ICP.
F. DACUM charts (4).
G. Course outlines (4) and course curricula (6).
H. Student exit survey.
I. Job interest survey.
J. Employer survey and employee survey.

105.
Habel, Eric; Newman, Dianna L.; Rinne, Charlene; & Brogan, Ray (1990).

An evaluation of the Center for Computing and Disability, the University at Albany. Albany: University at Albany, SUNY, Evaluation Consortium at Albany. (Comp. No. 84.078C - OSERS File No. 163)

Center for Computing and Disability (CCD) / final reports / New York

The goals of the Center for Computing and Disability (CCD) are to: (a) provide experiences to individuals with disabilities that enable them to use computer technologies, (b) diagnose and prescribe appropriate adaptive hardware and software for these individuals, and (c) act as a model for the development of similar programs throughout New York State. In addition, CCD aims to (d) provide an environment where research on computer technology for individuals with disabilities can be conducted, (e) serve as a provider of education and training to disability professionals, and (f) disseminate information and innovations that result from CCD activities to both the public and private sectors.

Appendices include:

I. Colleges and universities in the Hudson Mohawk Association (list).
II. CCD user's survey.
III. Affective data / open ended.

106.
Morris, Mary; Leuenberger, Jan; & Geis, Julie (1990).

LEARNING DISABILITIES - Technical Assistance Leadership in Education for Nebraska Technical Schools (LD-TALENTS). Final report. Lincoln: University of Nebraska-Lincoln, Department of Special Education and Communication Disorders. (Comp. No. 84.078C - OSERS File No. 158)

final reports / Nebraska / LD-TALENTS (LEARNING DISABILITIES - Technical Assistance Leadership in Education for Nebraska Technical Schools) / learning disabilities

The LD-TALENTS program was designed to expand the availability of educational resources for learning disabled (LD) students in six of Nebraska's community technical colleges (Central, Metro, Midplains, Northeast, Southeast, and Western). Six community college coordinators and other personnel received assistance from a team of three LD specialists based at the University of Nebraska-Lincoln (UNL). Each campus met the following goals: (a) enhancement of faculty attitudes toward LD students and effective teaching techniques for use with LD students; (b) improvement in accessibility of assessment and educational accommodation services for LD students; and (c) establishment of a more visible transition network for LD students between high schools and postsecondary settings. Appendices include the following:

A. Faculty attitudes/knowledge (surveys, questionnaires, evaluations).
B. Assessment/educational accommodations services.
C. Networking (assorted materials).
D. Dissemination.
E. Quarterly reports and goal documentation charts.

107.
Beun, Brian (1990).

TRANSACT: Final report. Nederland, CO: Institutional Development and Economic Affairs Service, Inc. (Comp. No. 84.158L - OSERS File No. 173)

final reports / Colorado / TRANSACT / dropouts

A total of 31 handicapped students participated in Transact during Year III. Service delivery was based on transition-predicated instruction and counseling in decision making and problem solving. The project consisted of two primary operating components, both of which were successful.

The first component was carried out at the IDEAS Learning Center, which serves economically disadvantaged dropouts from migrant and seasonal farm worker backgrounds. All the participants were dropouts with learning disabilities, and all were in the process of studying for their GEDs. This component was based on the delivery of counseling services designed to improve the students' decision-making skills keyed to problem solving.

The second component was undertaken in collaboration with the North Marion School District, and served middle and high school aged students. Handicapping conditions ranged from learning disabled to severely emotionally disturbed. Classroom instruction was provided in two eight-week periods for each of two segments. Much of the emphasis of both of these two classes was on the students persisting in school and transitioning into the next grade level.

Attachments include:

A. Problem solving course evaluation by two collaborating special education teachers; Sampling of course evaluation questionnaire responses from student participants.
B. The Yale-New Haven Social Problem-Solving Program for Young Adolescents.

108.
Krauss, Mary Wyngaarden; Seltzer, Marsha Mailick; & Goodman, Stanley J. (1992).

Social support networks of adults with mental retardation who live at home. American Journal on Mental Retardation, 96(4), 432-441.

social integration / family involvement

The social support networks of 418 adults with mental retardation who lived at home were found to be large, durable, active, and diverse in their composition. Family members predominated as members of these support networks. Differences were found in many network characteristics based on the adult's gender and level of mental retardation. Males and those with the most severe mental retardation were found to be at risk for social isolation. Contrasts with the social support networks of adults in nonfamily settings were discussed.

109.
Newton, J. Stephen; Horner, Robert H.; & Ferguson, Philip M. (1990).

Final performance report: The Community Network Project. Eugene: University of Oregon, College of Education.

final report / Oregon / Community Network Project / social integration

The mission of the Community Network Project was to improve the social life of individuals with severe disabilities. Project staff used the following outcomes as indicators of the degree to which an individual's social life did, in fact, improve:

1. the size of an individual's social network...
2. the frequency with which an individual experienced social integration...
3. the degree to which an indivdual's social support needs were perceived as being met across specific social support functions....
4. the degree to which an individual received specific socially supportive behaviors from network members.

Appendices include the Social Support Manual, three articles, as well as: evaluation questions, analysis forms, various questionnaires; summaries of survey findings of program managers, direct care staff, case managers, and parents; project timeline, and internal reports.

110.
Newton, J. Stephen; Horner, Robert H.; Lund, Lori; Sappington, Gary; & Singer, Barry F. (1989).

Social support manual [Draft]. Eugene: University of Oregon, Neighborhood Living Project, Specialized Training Program.

social integration / quality of life / residential facilities / training manual / Neighborhood Living Project

This manual describes social support strategies that can be used by the residential organization as a whole, as well as social support strategies that can be used by individual program managers and direct care staff. Strategies can be used within the context of the IHP planning process or as an adjunct to the planning process, to improve the social life of program participants in accordance with their individual preferences.

If the social support strategies are successful, they will produce the following outcomes for program participants:

1. An increase or improvement in the size and "durability" of social networks;
2. An improvement in the "structure" of social networks;
3. An increase or improvement in the frequency and variety of activities that are performed with social network members; and

4. An increase or improvement in the type of social support that is received from, and provided to, social network members.

111.
Kennedy, Craig H.; Horner, Robert H.; & Newton, J. Stephen (1989).

Social contacts of adults with severe disabilities living in the community: A descriptive analysis of relationship patterns. Journal of the Association for Persons with Severe Handicaps, 14(3), 190-196.

social integration / severe disabilities / quality of life

Social integration and social support are critical elements in determining a person's quality of life. However, very little descriptive information is available on patterns of social contact between persons with severe disabilities and typical members of local communities. This report presents information on the social interaction patterns of 23 adults with severe disabilities across a 2-1/2-year period. The staff in small, community-based residential programs collected continuous counts of the activities performed by residents and the people (companions) with whom activities were performed. Only contacts that occurred with people other than staff paid to provide support or other residents in the program were counted.

The results indicate great variability in the social contact patterns across the 23 people observed, but, on the average, they had contact with 63.5 different companions across the 30 months of observation. Social contacts occurred on average of once every two days. The durability of social contacts indicated that companions seldom continued the relationship beyond a 12-month period, except for family members or somebody perceived as a "best friend." Examination of the final year of observation indicates that the 23 people met about 17 new individuals across the 12-month period. The report offers implications of these results for further research on social contacts and the development of support strategies for building and maintaining social relationships.

112.
Kennedy, Craig H.; Horner, Robert H.; & Newton, J. Stephen (1990).

The social networks and activity patterns of adults with severe disabilities: A correlational analysis. Journal of the Association for Persons with Severe Handicaps, 15(2), 86-90.

social integration / quality of life

The article reports information on the interrelations among measures of lifestyle quality for 20 adults with severe disabilities living in the community. Using two interview-based measures, data were collected on participants' social networks and activity patterns. The results indicate that the overall size of

the social networks and the number of family members were highly associated with a greater frequency and variety of activities across home and community settings. The results also indicate that neither the number of social network members paid to provide support, nor the number of friends was significantly related to activity patterns. Implications for measuring lifestyle quality and the use of outcome-based measures for assisting people to build and maintain social relationships are presented.

113.
Kennedy, Craig H.; Horner, Robert H.; Newton, J. Stephen; & Kanda, Elizabeth (1990).

Measuring the activity patterns of adults with severe disabilities using the resident lifestyle inventory. Journal of the Association for Persons with Severe Handicaps, 15(2), 79-85.

social integration / quality of life / Resident Lifestyle Inventory (RLI)

Outcome measures that document activity patterns constitute an empirical basis for improving the lifestyles of adults with severe disabilities. This report provides a psychometric assessment of an instrument, the Resident Lifestyle Inventory (RLI), that can be used to measure the activities performed by such persons. In a series of three assessments the RLI's congruent validity (Assessment 1), test-retest reliability (Assessment 2), and social validity (Assessment 3) were analyzed to determine its acceptability as an instrument for documenting activity patterns. Results from the three assessments demonstrated that the RLI is a psychometrically acceptable measure that is used accurately by residential programs. It is perceived by support staff to be a useful strategy for improving lifestyle quality. Implications are provided for the role of outcome measures in community-based residential support, the individualized plan development process, and future research.

114.
Powell, Thomas H.; Pancsofar, Ernest L.; Steere, Daniel E.; Butterworth, John; Itzkowitz, Judy S.; & Rainforth, Beverly (1991).

Supported employment: Providing integrated employment opportunities for persons with disabilities. New York: Longman.

supported employment / program development

This book is a comprehensive guide to implementing supported employment programs. It contains the most current information on developing and implementing such programs, including the career planning process, ongoing support, goal setting, and program management.

115.
Levitan, Sar A.; & Gallo, Frank (1991).

Got to learn to earn: Preparing Americans for work (Occasional Paper 1991-3). Washington, DC: Center for Social Policy Studies.

education-work relationships / educational reform / training delivery systems

This paper proposes reforms in education and training systems delivery to prepare Americans for the workplace in a global economy.

116.
Kohler, Paula D. (n.d.).

Best practices in transition: Substantiated or implied? Manuscript submitted for publication, University of Illinois at Urbana-Champaign.

success / transition

During recent years, much research has focused on the concept of transition planning in efforts to improve the postschool outcomes of youths with disabilities. As a result, a number of "best practices" have evolved, which appear to be related to the successful transition from school to work. The purpose of this study was to determine which of these practices have been identified or supported in the literature as having a positive impact on student outcomes.

Three primary types of information emerged from the sample of 42 documents identified for the study: (a) follow-up studies of students with disabilities, (b) pseudo- and quasi-experimental studies, and (c) theory-based or opinion articles. Evidence supporting the best practices was categorized as (a) being substantiated in the literature by results of a research study or (b) implied as effective by the publication's author(s). Three practices -- vocational training, parent involvement, and interagency collaboration and service delivery -- were cited as effective in over 50% of the studies analyzed. At least one third of the literature reviewed supported social skills training, paid work experience, individual transition plans and planning, and interdisciplinary transition teams as best practices. Recommendations to incorporate these practices into transition planning programs are presented.

117.
Kohler, Paula D.; DeStefano, Lizanne; Wermuth, Thomas R.; Grayson, Tom; & McGinty, Sue (n.d.).

An analysis of exemplary transition programs: How and why are they selected? Manuscript submitted for publication, University of Illinois at Urbana-Champaign.

success / transition / model programs

Transition Research Institute staff at the University of Illinois analyzed a sample of 15 evaluation studies focusing on exemplary programs and practices pertaining to transition services for youths with disabilities. The purpose of the investigation was to examine the methodology used to identify best practices and exemplary programs in transition and to determine what practices are consistently identified as effective across evaluation studies. Areas of analysis included evaluation-study demographics, purpose, intended audience, selection process, dissemination strategies, and key program elements and practices identified or recognized in the evaluation process.

Results indicated that 42 criteria variables, subsequently organized into seven categories, were used in the evaluation studies to determine which programs were exemplary. Program outcomes and results, cost effectiveness, goals and objectives, and transportability were among the most frequently cited selection criteria. In all, 107 key elements or activities associated with effectiveness or exemplary program status were identified and grouped into 14 categories. Among the variables most frequenlty cited were vocational assessment practices, supported employment services, parent involvement in planning, community-based instruction, and coordinated service provision. Results also indicated that technical assistance activities and some degree of program replication have resulted from the evaluation studies.

118.
Weiner, Roberta; & Hume, Maggie (1987).

... And education for all: Public policy and handicapped children. Alexandria, VA: Education Research Group, Capitol Publications, Inc.

special education / legislation / policy analysis

The authors document the history of legislation for education of individuals with disabilities and address future directions and barriers in special education. Appendices include:

A. Survey results
B. Text of the Education of the Handicapped Act
C. Child count data, 1976-1977 and 1985-86
D. 12-year budget comparison
E. State resource directory
F. Federal telephone directory

119.
deFur, Sharon; Faina, Tony; & Williams, Bernice (1991).

Project PLACEMENT: Final report. Richmond: Virginia Department of Education. (Comp. No. 84.158C - OSERS File No. 183)

final reports / Virginia / Project PLACEMENT / job placement

Parnerships Linking Agencies Concerned with Employment and Maximizing Employment Networks in Transitioning Youth and Young Adults with Disabilities (PLACEMENT) was conceived with the goal of improving the placement of job-ready youths with disabilities in competitive employment upon exiting the public schools. This goal was to be attained through the establishment of an alliance among business, industry, and the state agencies responsible for job training and job placement. The project also called for the development of a job-ready assessment system to be used in verifying client skills and matching client with appropriate employment opportunities listed with the Virginia Employment Commission.

The Virginia Departments of Education (DOE) and Rehabilitative Services (DRS), and the Virginia Employment Commission (VEC) united to develop a transition team process to improve the placement of youth into jobs. It was anticipated that the youth who had successfully completed an occupational program could be placed into jobs upon graduation. Youth found to be not job ready would be referred to the Department of Rehabilitative Services for additional training. Appendices include:

A. PLACEMENT operations manual
B. Job readiness assessment manual
C. Project PLACEMENT training manual
D. Job placement specialist manual
E. PLACEMENT operations/replication without a Job Placement specialist.

120.
Bos, Candace S.; & Vaughn, Sharon (1991).

Strategies for teaching students with learning and behavior problems (2nd ed.). Boston: Allyn and Bacon.

learning disabilities / behavioral disorders / teaching strategies

This book was written for graduate and undergraduate students who are developing expertise in teaching students with learning and behavior problems. The book is also intended for professionals in the field, including special and regular education teachers, school psychologists, language specialists, and school administrators who are interested in learning more about working successfully with students who have learning and behavior problems.

The purpose of the book is to provide:

1. Information about general approaches to learning and teaching so the foundation for the methods and procedures for teaching all learners can be better understood;
2. Descriptions of methods and procedures that include sufficient detail so that teachers and other professionals can read about them and know how to use them; and

3. Information regarding classroom management, consultation, and working with parents and professionals so that beginning teachers can develop a plan of action for the school year and experienced teachers can refine their skills in these areas.

121.
Lavin, Don; Noren, Lynn; Prieve, Kathie; & Gantenbein, Tony (1990).

Tools of the trade -- A hands-on training program for supported employment personnel. Spring Lake Park, MN: Rise, Inc.

supported employment / personnel preparation

This seven-book series features on-the-job training and instruction, philosophical principles, behavior management interventions, job development techniques, socialization and inclusion strategies, case service coordination, advocacy services, ongoing employment supports and job survival tips. The series also includes a guide for program managers and administrators to assist in the recruitment, hiring, and supervision of employment specialists. The material is presented in an orderly learning sequence. Each chapter includes exercises and activities that help the reader apply principles and demonstrate competencies. At the conclusion of each book, review questions assist the reader in measuring skills and understanding.

122.
McGaughey, Martha J.; Kiernan, William E.; Lynch, Sheila A.; Schalock, Robert L.; & Morganstern, Donna R. (1991).

National survey of day and employment programs for persons with developmental disabilities: Results from state MR/DD agencies. Boston: Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center, A University Affiliated Program, Children's Hospital.

surveys / employment programs

The National Study of Day and Employment Programs was conducted in order to collect national information regarding the full range of day and employment settings currently utilized by persons with mental retardation and other developmental disabilities. Previous studies typically have analyzed one or two options within the day and employment service system or have focused on a single service agency. Several complementary activities were undertaken as part of this study: (a) a national survey of state Mental Retardation/Developmental Disabilities (MR/DD) agencies, (b) a national survey of state Vocational Rehabilitation (VR) agencies, (c) supplementary analyses of federal Rehabilitation Services Administration data, and (d) a survey of state information systems developed and operated by MR/DD and VR agencies. The report

summarizes the findings from the survey of state MR/DD agencies regarding day and employment services provided during fiscal year 1988.

123.
Kiernan, William E.; McGaughey, Martha J.; Schalock, Robert L.; Lynch, Sheila A.; & McNally, Lorraine C. (1991).

National survey of state information systems related to day and employment programs. Boston: Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center, A University Affiliated Program, Children's Hospital.

surveys / information systems / employment programs

The National Study of Day and Employment Programs was conducted in order to collect national information regarding the full range of day and employment settings currently utilized by persons with mental retardation and other developmental disabilities. Previous studies typically have analyzed one or two options within the day and employment service system or they have focused on a single service agency. Several complementary activities were undertaken as part of this study: (a) a national survey of state Mental Retardation/Developmental disabilities (MR/DD) agencies, (b) a national survey of state Vocational Rehabilitation (VR) agencies, (c) supplementary analyses of federal Rehabilitation Services Administration data, and (d) a survey of state MR/DD and VR agencies'information systems. The report summarizes the findings from the National Survey of State Information Systems.

124.
West, Jane (Ed.) (1991).

The Americans with Disabilities Act: From policy to practice. New York: Milbank Memorial Fund.

Americans with Disabilities Act / research synthesis / policy analysis

This book provides the essentials for those concerned about the implementation of the Americans with Disabilities Act (ADA). It is a resource for small and large employers; business and industry; local, state, and federal officials; persons with disabilities; agencies that provide services for persons with disabilities; journalists; researchers; public policy analysts; and those involved in technical assistance.

The volume presents a description and analysis of the law's requirements, as well as a synthesis of research and experience that will promote its effective implementation. Articles by experts in the social sciences and the law discuss the history of the ADA and how to make it work in employment, public

accommodations, transportation, and telecommunications. Other articles address how assistive technology and provisions in the tax code can help achieve the goals of the ADA.

125.
Ferguson, Philip M.; Ferguson, Dianne L.; & Taylor, Steven J. (Eds.) (1992).

Interpreting disability: A qualitative reader. New York: Teachers College Press.

qualitative research / developmental disabilities

Drawing on a multidisciplinary perspective, this book, brought together by the editors, offers a collection of exemplary qualitative research affecting people with disabilities and their families. Instead of focusing upon methodological details, the chapters illustrate the variety of styles and formats that interpretive research can adopt in reporting its results. Included is the work of some of the most prominent scholars in the qualitative study of disability: Robert Bogdan, Nora Groce, Paul C. Higgins, and Irving K. Zola, to mention a few. The book is an important resource for anyone interested in an introduction to the meaning of having a disability in our society that goes beyond the definitions and labels of traditional approaches.

126.
Gaylord-Ross, Robert (1990).

Issues and research in special education (Vol. 1). New York: Teachers College Press.

special education / research synthesis

The research reviewed in this volume examines critical components underlying the professional practice of those providing early intervention, special education, and related services to infants, toddlers, children, and youths with disabilities. The chapters focus attention, provide direction, and identify critical features to be considered in the design or delivery of interventions and instruction. Titles of chapters written by experts in the field include:

1. Research methods in special education (Switzky & Heal).
2. Early intervention for disabled infants, toddlers, and preschool-age children (Filler & Olson).
3. Integration of students with severe and profound disabilities: A review of research (Halvorsen & Sailor).
4. Research in vocational special education (Siegel, Park, Gumpel, Ford, Tappe, and Gaylord-Ross).
5. Building initial communicative repertoires for individuals with severe developmental disabilities (Reichle, Mizuko, Doss, Sigafoos, Benson, & Bykowsky).

6. Education and community integration experiences of deaf adolescents and young adults (Bullis, Freeburg, Bull, & Sendelbaugh).
7. Dynamic assessment: A comprehensive review of literature (Rothman & Semmel).

127.
Ohio Public Images, Inc. (1991).

On the inside. Dayton, OH: Author.

disability awareness / high school

This study unit was written to provide a creative approach for high school students to recognize intellectually and emotionally that people with developmental disabilities are people first.

The participatory activities in this guide involve students in experiences that foster contact, empathy, acceptance, friendships, gaining of factual information and positive behavioral changes toward people with developmental disabilities. Activities will also help students explore ways in which they can personally advocate for and bring about change for people with developmental disabilities. Ultimately, all these experiences will affect the successful acceptance and integration of people with developmental disabilties into the mainstream of their communities.

128.
Resources for Rehabilitation (1991).

Meeting the needs of employees with disabilities. Lexington, MA: Author.

resource directory / rehabilitation

This book is designed to provide the information that individuals with disabilities and chronic conditions, employers, and service providers need to ensure that all possible measures have been taken to promote employment. It provides information on a wide variety of organizations, publications, and assistive devices. Individuals have different employment goals and different types and degrees of impairment; therefore, the book is organized so that readers may select the services and devices that are most appropriate to their specific situations.

129.
Perin, Dolores (Ed.) (1990, December).

Instructing students with learning disabilities: Guidelines for community college faculty and support staff. Conference proceedings (CASE 14-90). New York: Institute for Research and

Development in Occupational Education. Center for Advanced Study in Education. The Graduate School and University Center of the City University of New York.

learning disabilities / postsecondary education

This proceedings document scans five years of faculty development activities. It presents overviews and findings of research studies and specific instructional strategies and support services appropriate for community college students with learning disabilities.

130.
Zigler, Richard (1991).

The principal integrator: A practical guide for school level administration to develop integration practices. Salmon Arm, B.C., Canada: Author.

mainstreaming / Canada / training manual

The purpose of this manual was to provide the consumer with a practical tool, to introduce the issue of integration and the consequences of this change methodology from segregated provision of service to an integrated model, and to develop strategies that will facilitate the implementation of a system that works.

131.
Brown, Lou; Udvari-Solner, Alice; Schwarz, Patrick; Courchane, Grace; Kampschroer, Elise Frattura; Van Deventer, Pat; & Jorgensen, Jack (1991).

The Madison Vocational Evaluation Strategy. Madison: University of Wisconsin and Madison Metropolitan School District.

Madison Vocational Evaluation Strategy / vocational evaluation

The Madison Vocational Evaluation Strategy focuses on the lowest intellectually functioning 1% of the population who are being prepared to function or who are currently functioning in specific integrated environments and activities. It is designed to influence the actual training curricula of both a worker and direct service professionals. It does not assume that an individual has the needed street crossing, money management, dressing, grooming, communication, or social interaction skills. Needed skills must be verified or taught in criterion environments. The strategy is designed for implementation over extended time periods in order to accumulate and use truly representative information. It addresses factors critical to success before an environment is selected, while training is being provided, and after placement.

132.
Warger, Cynthia L. (1990, November).

Can social skills for employment be taught? Using cognitive-behavioral procedures with adolescents with mild disabilities (Research and Resources on Special Education, Number 28). Reston, VA: ERIC/OSEP Special Project on Interagency dissemination, ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children.

social skills / mild disabilities

This research brief reviews findings of selected studies on teaching social skills for employment to adolescents with mild disabilities.

133.
Balser, Richard M.; Harvey, Brenda M.; & Hornby, Helaine C. (1991).

A focus on job coaching: The untapped potential. Portland: Maine Medical Center, Department of Rehabilitation Medicine, Hospital Industries Program. (Comp. No. 84.158N - OSERS File No. 195)

job coaching / supported employment

This book focuses on one approach to supported employment, job coaching. It dispells its myths and misconceptions, describes its varieties, discusses its federal legislation, encourages supported employment, and provides examples of successful supported employment in Maine. It also describes the basic content for a two- or three-day program for training job coaches and provides a list of resources for people wanting additional information and assistance.

The book is intended for those wishing to learn more about supported employment and job coaching, particularly people with disabilities and their families. The information should also prove useful to potential or current job coaches, employers, agencies and advocates.

134.
Michigan State University. Supported Employment Technical Assistance Project (1989).

[Employment Training Specialist Series, SETA Project Training Manuals]. East Lansing, MI: Author.

training manual / employment specialist / job development

This set of four manuals was developed as part of a series of manuals titled "Employment Training Specialist Series." The purposes are:

1. to accompany training workshops sponsored by the Michigan State University Supported Employment Technical Assistance Project; and
2. to train the participant in skills needed for doing task analyses, worker identification, worksite analyses, job/worker match, and job development.

135.
Project CAREER (1990-1991).

[Project CAREER student curriculum guides.] El Paso, TX: El Paso Community College. (Comp. No. 84.078C - OSERS File No. 211)

Project CAREER / Texas / curriculum

This set of student curriculum guides includes:
1. LEA 821 Fundamentals of domestic refrigeration and air conditioning: Student learning guide. Units 1-14. Units 15-24. [two manuals]. (Developed by S. Engle, 1991).
2. LEA 820 Fundamentals of material handling. Books 1, 2, & 3. [three manuals]. (Developed by L. A. Salas, 1990).

136.
Kortering, Larry J.; & Elrod, G. Franklin (1991).

Programs for adolescents with mild handicaps: Evaluating where we are and contemplating change. Career Development for Exceptional Individuals, 14(2), 145-157.

mild disabilities / program evaluation / secondary education

The authors of this article pursue two outcomes. First, they offer an examination of the progress made in educating adolescents with mild handicaps. This examination is based on two measures of effectiveness: (a) what happens to former students with mild handicaps after they leave programs and (b) to what extent do these students complete their basic education by virtue of being graduated. Second, in response to perceived shortcomings, the authors present a model for pursuing improvement and restructuring. The model is presented by examining the infusion of three areas of development or strands into existing programs. Infusion of these strands offers a means to better met the needs of today's students, the workforce, and society in general.

137.
Weisenstein, Greg R.; Stowitschek, Joseph J.; & Affleck, James Q. (1991).

Integrating students enrolled in special education into vocational education. Career Development for Exceptional Individuals, 14(2), 131-144.

special education / vocational education / secondary education / Vocational Education to Work Model

This article describes components of the Vocational Education to Work Model, an OSERS model demonstration project which combined support components into a single comprehensive program supporting the training of students with disabilities in mainstreamed vocational education programs.

138.
McCrea, Linda (1991).

A comparison between the perceptions of special educators and employers: What factors are critical for job success? Career Development for Exceptional Individuals, 14(2), 121-130.

attitudes / vocational training / success

The purpose of this study was to determine the relationship between employers' and special educators' perceptions of which skills and skill categories are most relevant to job success for individuals with disabilities.

139.
Clark, Gary M.; Carlson, Betty Clark; Fisher, Sherrilyn; Cook, Iva Dean; & D'Alonzo, Bruno J. (1991).

Career development for students with disabilities in elementary schools: A position statement of the Division on Career Development. Career Development for Exceptional Individuals, 14(2), 109-120.

career development / elementary education

This position statement focuses on the critical period of elementary schooling for special education reform as a necessary change to establish a truly "on-going, sequential process" in educational efforts in career development and transition skill training for students with disabilities. A case is made in this statement for the need to address (a) the implications of stages of career development, (b) current views of the desired critical outcomes of public education, and (c) some basic principles in the provision of elementary-level career development and transition education programming. While an argument can be made for the equally important periods of the preschool and middle school years, the current position statement focuses on the formal beginning period of elementary school, encompassing kindergarten through Grade 6.

140.
Helms, Barbara L.; Moore, Stephen C.; & McSweyn, Cary Ann (1991).

Supported employment in Connecticut: An examination of integration and wage outcomes. Career Development for Exceptional Individuals, 14(2), 159-166.

supported employment / Connecticut / quality of life

In order to evaluate the effectiveness of the state's supported employment initiative with respect to the goals of wages and integration, an analysis was conducted using the Department of Mental Retardation's Supported Employment Database, which contained information on consumer wages and integration. This article represents the results of this preliminary investigation.

141.
Graham, Steve; Macarthur, Charles; Schwartz, Shirley; & Page-Voth, Victoria (1992).

Improving the compositions of students with learning disabilities using a strategy involving product and process goal setting. Exceptional Children, 58(4), 322-334.

learning disabilities / writing process / goal setting

This study was conducted to determine if a planning and writing strategy would improve the essay writing of students with learning disabilities. Four participants were taught a strategy designed to facilitate setting of product and process goals, generation and organization of notes, continued planning during writing, and evaluation of goal attainment. Training effects were investigated using a multiple-probe design across subjects. Strategy instruction had a positive effect on students' essay-writing performance and knowledge of the writing process, and effects were maintained over time.

142.
Clement-Heist, Kim; Siegel, Shepherd; & Gaylord-Ross, Robert (1992).

Simulated and in situ vocational social skills training for youths with learning disabilities. Exceptional Children, 58(4), 336-345. (Comp. No. 84.158L - OSERS File No. 172)

learning disabilities / social skills / generalization

Social skills training for youths with learning disabilities in transition from school to work is of substantial importance. To examine the generalization of such training to real employment settings, this study used a multiple-baseline design to investigate the effects of 12 measured behaviors (3 behaviors per student) on

four high school seniors. An initial simulated social skills package delivered at school led to generalization of 8 of 12 behaviors. Subsequently, in situ training at the worksite produced generalization in 4 of 6 behaviors. This two-phase model appears to be a powerful way to promote generalization of behavioral skills.

143.
Siegel, Shepherd; Robert, Matt; Waxman, Michele; & Gaylord-Ross, Robert (1992).

A follow-along study of participants in a longitudinal transition program for youths with mild disabilities. Exceptional Children, 58(4), 346-356. (Comp. No. 84.158L - OSERS File No. 172)

outcomes of education / mild disabilities / Career Ladder Program

Descriptive data are presented on the employment patterns of youths with mild disabilities who participated in a transition program with an intensive postsecondary component. Data on employment rates, positive and negative job changes, participation in continuing education, and access to benefit packages are reported for 94 youths who participated in the program over a four-year period. Program participants had favorable outcomes when compared with a national sample, but they stabilized at an entry level of work participation. Their rates of entry into postsecondary education were also greater than the national sample, but advances were nominal.

144.
DeStefano, Lizanne; & Metzer, David (1991).

High stakes testing and students with handicaps: An analysis of issues and policies. Advances in program evaluation (Vol. 1A). Greenwich, CT: JAI Press, Inc.

policy analysis / minimum competency testing / special education

In this paper, the authors examine state-level policy concerning minimum competency testing programs and students with handicaps. They examine the nature and purpose of the tests and their relationship to the practices and outcomes associated with special education. The outcomes of court cases involving minimum competency tests and students with handicaps are presented in the context of the implications for state and local policy. Advantages and shortcomings of the most common practices associated with the participation of students with handicaps in minimum competency testing programs will be discussed. Finally, recommendations for practice and future research are offered.

145.
Virginia Commonwealth University. Rehabilitation Research & Training Center (1990).

VCU-RRTC computerized consumer/job match. User's guide. Beta release 4.2 [Computer program and manual]. Richmond, VA: Author.

job matching / supported employment / microcomputers

The VCU-RRTC Consumer/Job Match Program has been developed as a tool for use by employment specialists who must make decisions regarding the placement of persons with mental retardation into supported employment positions. The program permits rapid, consistent comparison of consumer and job characteristics and provides statistically based predictions of outcome measures such as job retention and intervention requirements. It is meant to be used by program staff who are knowledgeable about the use of modern supported employment service-delivery technologies to persons with mental retardation.

The program represents the results of efforts to develop and validate a pre-employment screening process that attempts to address the potential shortcomings of supported employment placement procedures discussed above. The program attempts to: (a) predict the likelihood that an individual placed into a supported employment position will retain his or her job for one year after placement; and (b) predict the amount of service an individual will require during the first three months and first twelve months of employment.

146.
Steele, Pat; Strang, Lynn; Burrows, Ruth; Kiburz, Paul; Vincent, Paula; & Sitlington, Patricia (Eds.) (1990).

An interagency venture: Transitioning for people with moderate and severe disabilities. Des Moines: Iowa Department of Education.

interagency cooperation / Iowa / transition planning / training manual

The following chapters from this handbook present information on the transition planning sequence that was developed and field tested as a part of this project. Chapter 1 presents an overview of the importance of community employment and the specific transition planning sequence that emerged as a result of project activities. Chapter 2 presents the roles of the key agencies involved in the process. These sections were written by the agency representatives that actually participated in the development of the transition sequence. Chapter 3 provides information on how such a program can be initiated, both with and without initial outside funding. Chapter 4 provides the opportunity to share what was learned in this project -- both what the implementors would do again and what they would not do. Finally, Chapter 5 contains information on pre-project and project graduates regarding

employment outcomes. It also presents information on each of the individuals served by the project in terms of final placement, number of hours of job coachings and intermediate placements.

147.
Siegel, Shepherd; Avoke, Selete K.; Paul, Patricia; Robert, Matt; & Gaylord-Ross, Robert (1991).

A second look at the lives of participants in the Career Ladder Program. Journal of Vocational Rehabilitation, 1(4), 9-23.

Career Ladder Program / California / follow-up studies

Findings from an earlier follow-along study were extended by one more year of data on young adults graduating from a school-to-work transition program, the Career Ladder Program. Capsule histories and a compendium of job titles enrich the original data. Participants' wages increased. Although employment rates were above the national average, they declined during 1989-1990, and participants failed to increase their level of benefits. The study also analyzed the behavior of service providers and investigated patterns in their delivery of a unique array of transition services. Intensity of service increased significantly during the fifth year, supporting the need for ongoing availability of services. A discussion of complicating factors in the lives of participants is offered. Implications for services shaped to the needs of youths with mild disabilities are explored and recommendations made.

148.
Everson, Jane M.; & Burwell, Jeremy (1991).

Transition to work: Addressing the challenges of deaf-blindness. Journal of Vocational Rehabilitation, 1(4), 39-45.

dual sensory impairments / case studies / transition

Individuals with deaf-blindness are frequently excluded or underserved by vocational transition programs in their home communities. The reasons are numerous. Sometimes related to the support needs of these individuals' dual sensory impairments, they are more often related to limited program capacity and lack of trained personnel. This article presents case studies of two individuals with deaf-blindness in the vocational transition process and concludes by offering local programs suggestions for building local capacity and training personnel.

149.
Sale, Paul; Metzler, Helen M. D.; Everson, Jane M.; & Moon, M. Sherril (1991).

Quality indicators of successful vocational transition programs. Journal of Vocational Rehabilitation, 1(4), 47-63.

quality indicators / transition planning / Transition Effectiveness Instrument Survey (TEI)

The purpose of this study was to conduct a survey designed to derive a consensus and formally validate field personnel's perceptions about the relative importance of various transition elements that are presumed to lead to effective vocational transition. Professional literature and state and local policies were reviewed to generate a list of elements presumed necessary for successful transition from school to work. The statements, or indicators, focused on special education services, parent and consumer issues, interagency planning processes, and adult services. The indicators were presented to parents/family members, university personnel, and state and local adult agency personnel.

150.
Zivolich, Steven; & Bamberg, Elaine (1991).

Free market strategies for improving employment services: Transitioning segregated day activity programs to integrated employment services. Journal of Vocational Rehabilitation, 1(4), 65-72.

severe disabilities / program development / Developmental Disabilities Center of Orange County / California

Federal rehabilitation legislation and supported employment initiatives from both the Commission on Developmental Disabilities and the Office of Special Education and Rehabilitative Services require that priority be placed on the development of integrated employment opportunities for people with the most severe disabilities. However, even these national mandates have not resulted in significant employment opportunities for persons with severe disabilities typically served in segregated delivery systems. With intensive technical assistance and resource development, Orange County, California, has created a successful free-market employment environment that has transitioned a segregated delivery system into one of integration and meaningful work services for the majority of adults with severe disabilities. This article reviews the Developmental Disabilities Center of Orange County free-market strategies, outcomes, and issues of this full employment effort since 1984.

151.
Park, Hyun-Sook; Simon, Marlene; Tappe, Phyllis; Wozniak, Thom; Johnson, Beverley; & Gaylord-Ross, Robert (1991).

Effects of a coworker advocacy program and social skills training on the social interaction of employees with mild disabilities. Journal of Vocational Rehabilitation, 1(4), 73-90.

co-worker involvement / social skills / mild disabilities

The present study investigated two approaches to promoting the social interaction of five employees with mild disabilities with their nondisabled co-workers. The first approach, a co-worker advocacy program, assisted co-worker advocates in designing and implementing social activities with disabled employees; the second approach, a social skills training, taught targeted appropriate social behaviors to the disabled employees. An ABACA design was employed for the first three participants while a reversal order of interventions, ACABA, was used for the other two. Multiple measures were used: generalization probes on social interaction, social validation data, a social support questionnaire, and a quality of work life scale.

The results show that the coworker advocacy program was not enough by itself to induce social interaction between disabled and nondisabled workers. Delivering social skills training to disabled workers was essential and was more powerful than the co-worker advocacy program. In addition, the participants scored higher on perceived social support and quality of work life after the social skills training. The majority of co-workers and supervisors perceived the participants to be more socially interactive with their co-workers after the social skills training.

152.
Boyd-Kjellen, Gia; & Bartholin, Jens (1991).

The Kurator Model in Denmark: A study of transition from school to work and working life for young disabled people, and coordination of services. Journal of Vocational Rehabilitation, 1(4), 91-99.

Denmark / transition / Kurator Model

This article describes a system used in Denmark for dealing with pupils with special needs at their transitional stage of education. The kurator, usually a special teacher in the Danish elementary school, coordinates services and case manages disabled pupils from the 8th through the 10th grade. Transition is a difficult time for individuals with disabilities and their families. The kurator helps ease the process by providing vocational and educational orientation for pupils and assisting them upon leaving school by contacting other agencies necessary to aid in the transition process. The kurator is available for students up to 19 years of age, but many former pupils continue to contact their kurator after this time. From available research it

is clear that having a kurator is immensely valuable for students with disabilities. With the help of a kurator, they are better able to pursue education and work after leaving high school.

153.
Salzberg, Charles L.; Agran, Martin; & Lignugaris/Kraft, Benjamin (1986).

Behaviors that contribute to entry-level employment: A profile of five jobs. Applied Research in Mental Retardation, 7, 299-314.

employer involvement / success / vocational training

Research has identified many behaviors that appear to be related to the employment success of mentally retarded workers. In this study, competitive employment supervisors who were drawn from five entry-level occupations judged the importance and frequency of 23 work-related behaviors. Differences were found between the jobs in the relative importance and frequency of some behaviors. Moreover, a set of important core skills was found to be generally applicable across entry-level jobs. The data are discussed in terms of their relevance for developing employment preparation curricula for entry-level workers.

154.
National Council on Education Standards and Testing (1992).

Raising standards for American education: A report to Congress, the Secretary of Education, the National Education Goals Panel, and the American people. Washington, DC: U.S. Government Printing Office.

educational reform / national standards

The National Council on Education Standards and Testing was created in response to interest in national standards and assessments by the nation's governors, the Administration, and Congress. In the authorizing legislation (Public Law 102-62), Congress charged the council to:

1. advise on the desirability and feasibility of national standards and tests, and
2. recommend long-term policies, structures, and mechanisms for setting voluntary education standards and planning an appropriate system of tests.

This report to Congress, the Secretary of Education, the National Education Goals Panel, and the American people provides recommendations reached after intense deliberation and includes concerns that must be adressed as work progresses on developing standards and assessments.

155.
Wilcox, Barbara; & Panzer, Jim (1989).

Final report: School to Community Transition Project.
Bloomington: Community Integration Resource Group, Institute for the Study of Developmental Disabilities at Indiana University. (Comp. No. 84.086M - OSERS File No. 145)

final reports / Indiana / supported employment

The goal of the School to Community Transition Project was to develop and evaluate a high school model to prepare students with severe disabilities for paid employment in community settings and to effect an uninterrupted transition from school to work and adult life.

The work of the project was organized into seven components, each of which represents a major goal:

1. Install exemplary high school programs for students with severe handicaps that provide significant community-based work training for every student;
2. Develop long-range and systematic planning for student transition from school to adult life;
3. Develop supported employment opportunities for school leavers with severe disabilities;
4. Develop a Parents' Alliance for Transition to inform and involve parents in decisions;
5. Disseminate information on project activities, procedures, and outcomes;
6. Evaluate the project to determine overall impact; and
7. Manage the project to ensure quality performance and timely completion of objectives.

156.
Hagin, Rosa A. (1991).

Another Chance: The comprehensive learning program. Final report.
Lincoln Center, NY: Fordham University, Graduate School of Education, the Rosa A. Hagin School Consultation Center. (Comp. No. 84.078C - OSERS File No. 160)

final reports / New York / literacy / urban areas / learning disabilities

Another Chance proposed to develop, operate, and test a model program to meet the educational needs of adults whose learning disabilities resulted in a substantial handicap to employment. Three specific objectives were proposed:

1. To provide direct services to adults with learning disabilities by (a) assessing the nature of their learning problems; (b) clarifying their attitudes, interests, and resources for career development; (c) formulating individual remedial plans to meet the needs delineated by assessment; and

(d) implementing these plans through an integrated program of tutoring, vocational counseling, and social work services.
2. To provide indirect services for learning disabled adults by recruiting, training, and supervising a corps of tutors among adult students enrolled in a bridge to college program, Fordham's College at 60.
3. To evaluate the effectiveness of this comprehensive program and isolate essential elements in providing cost-effective services to adults with learning disabilities.

Some of the lessons learned from the program include: (a) teaching participants to read is not enough, (b) time is a problem for adults with learning disabilities; (c) careful initial assessment is invaluable; (d) emotional support is necessary in many cases; and (e) well-planned evaluation increases program effectiveness.

157.
Naour, Paul (n.d.).

Final report. The PLUS Program: A regional liaison project. New Concord, OH: Muskingum College. (Comp. No. 84.078C - OSERS File No. 165)

final reports / Ohio / PLUS Program / learning disabilities / postsecondary education

This report describes the results of demonstration project activities conducted under a U.S. Department of Education Grant, Postsecondary Education Programs for the Handicapped, from July 1, 1987 through June 30, 1988. Major components of the report discuss (a) the considerable need for programs that expand the postsecondary educational placement opportunities for the learning disabled, (b) the model developed for delivering such a program, (c) the activities undertaken in this demonstration project, and (d) commentary regarding this demonstration project and its implications for the secondary student seeking postsecondary educational opportunities. Following the report are copies of documents produced during the project and manuscripts provided by consultants who participated in follow-up activities which were the result of continued institutional support of the objectives of the project.

158.
Brady, Mary E. (1991).

Adult Human Services Curriculum Project: Final report. Waltham, MA: The Shriver Center. (Comp. No. 84.078C - OSERS File No. 156)

final reports / New York / learning disabilities / human services / curriculum

The Adult Human Services Curriculum Project developed a comprehensive package of materials that prepare secondary and postsecondary students with severe learning disabilities for careers as paraprofessionals in the adult human services field. Research-based methods of presentation were used in the formulation of the student text, instructor's guide, videotapes, audiotapes, computer program, and overhead transparency masters. The curriculum's design includes learning and memory strategies, linguistically controlled material at the 4th to 6th grade reading level, visually simplified presentation, multimodal input and output, rate-increased audio tapes, and computerized practice and review. The 19 content units were grouped into three sections: field-related information, techniques of service delivery, and worker behavior. Each content unit contains student-corrected quick quizzes, pre- and posttests, worksheets, glossary practice and audiotapes of the printed materials. Videotapes of real-life situations and demonstrations accompany 6 of the 19 content units.

159.
White, Deborah (1990).

[Project HAPPEN training manual.] Whitewater: University of Wisconsin-Whitewater, Department of Special Education. (Comp. No. 84.078C - OSERS File No. 169)

Wisconsin / training manual / Project HAPPEN (Helping Achieve Postsecondary Placement through Ecological Networking)

The mission of Project HAPPEN is to help high school students with learning disabilities make a smooth transition from high school to postsecondary settings. When the population undergoing change is adolescents with learning disabilities, planning becomes particularly crucial. Project HAPPEN is committed to helping students with learning disabilities make the transition from secondary to postsecondary environments as successful and free of stress as possible.

Key components of this guide are: Introduction, Transition, Understanding Learning Disabilities, Designing Transition Plans, Preparing Academically, Exploring Career Choices, Investigating Postsecondary Options, Implementing Active Study Strategies and Promoting Learner Independence, and Setting Realistic Goals.

160.
Gliner, Jeffrey A. (1991).

Improving local outcomes through the implementation of the Colorado Student Tracking System. Skyview High School data: 1990-1991. Arvada, CO: Rocky Mountain Resource and Training Institute. (Comp. No. 84.158R - OSERS File No. 222)

Colorado / outcomes of education

Thirty-nine high school-completing students from three different sites within the state of Colorado were administered an exit interview. The purpose of the interview was twofold. One purpose was to determine the current status of leaving students with respect to employment/career plans, living arrangements, mobility, and quality of life. The second purpose of the exit interview was to begin to use the information retrospectively to determine relationships with previous in-school variables, such as exposure to transition training. This latter purpose would allow for future interventions with high school students.

161.
Gliner, Jeffrey A. (1990).

Improving local outcomes through the implementation of the Colorado Student Tracking System. Part 1: Analysis of student exit interview, May, 1990. Arvada, CO: Rocky Mountain Resource and Training Institute. (Comp. No. 84.158R - OSERS File No. 222)

Colorado / outcomes of education

Exit interview, one-year follow-up, and in-school data collection for Skyview High School are summarized. The report is divided into four sections. The first reports on the comparisons between the exit interview and the one-year follow-up interview. The second section describes health data on the one-year follow-up interview that were not included in the exit interview. The third section summarizes the in-school data collection. The fourth section describes relationships between certain selected variables from the follow-up interview and other items on the follow-up interview or on the in-school data collection instrument.

162.
Smith, Judith Osgood (1988).

Social and vocational problems of adults with learning disabilities: A review of the literature. Learning Disabilities Focus, 4(1), 46-58.

learning disabilities / literature review / needs assessment

This article reviews the literature pertaining to the social and vocational problems of adults with learning disabilities. A chronological overview of this rapidly developing literature, critical evaluation of data-based studies, and research findings and implications for the field are presented. In spite of methodological problems with previous research, it is clear that many children with learning disabilities will become learning disabled adults. It is essential that professionals take a life-span approach to learning disabilities, focusing educational interventions on the demands of adulthood and adaptation to adult roles. The challenge for future research is to identify the kinds of strategies that will help LD adults achieve vocational independence and social competence.

163.
Laureys, Kenneth R. (1991).

The JWOD Program and NISH: Making America strong by employing people with severe disabilities. American Rehabilitation, 17(1), 14-20, 40.

JWOD (Javits-Wagner-O'Day) Program / visual impairments / severe disabilities

This article describes the Javits-Wagner-O'Day (JWOD) Program, which employs people who are blind or have other severe disabilities to make products and provide services for a host of federal agencies, including the Department of Defense.

164.
Gibbs, W. Ernest (1991).

Vocational rehabilitation outcome measures: The probability of employment and the duration of periods of employment. American Rehabilitation, 17(1), 10-13, 40.

vocational rehabilitation / program evaluation

This article reviews two labor market outcomes that can be used to evaluate the impact of vocational rehabilitation services. While much analysis has focused on the effect of vocational rehabilitation services on a client's earnings, two additional outcomes measures are: the probability of employment and the duration of periods of employment. Procedures and models are introduced that elaborate on how to estimate these outcome measures and how to use them to evaluate the impact of intervention by the vocational rehabilitation program.

165.
Dean, David H. (1991).

Comparing employment-related outcomes of the vocational rehabilitation program using longitudinal earnings. American Rehabilitation, 17(1), 4-9.

vocational rehabilitation / program evaluation / Virginia

This article describes the drawbacks inherent in traditional measurements of vocational rehabilitation program outcomes and suggests and describes the process of earnings crossmatch.

166.
Carney, Nell C. (1991).

Integrating qualified workers with disabilities into the work force. American Rehabilitation, 17(1), 2-3, 40.

business and industry / vocational rehabilitation / interagency cooperation

This article advocates for a strong link between business and industry and the state/federal Vocational Rehabilitation Program to assure an adequate workforce in the coming years. The role of rehabiltiation professionals is emphasized.

167.
Halloran, William D. (1991).

Supplemental Security Income: Benefits and incentive provisions to assist people with severe disabilities toward economic self-sufficiency. American Rehabilitation, 17(1), 21-26, 41.

SSI (Supplemental Security Income) / severe disabilities

The purpose of this article was to describe the SSI Program, the criteria used to determine eligibility, and the benefits available to recipients; and to explain the major work-incentive provisions and show how they can assist people with severe disabilities in achieving higher levels of self-sufficiency. The SSI Program benefits and incentives can represent a significant opportunity for meeting the ongoing support needs of people with severe disabilities. Educators, rehabilitation personnel, and parents must become familiar with the program to assist qualified individuals in accessing benefits.

168.
Corthell, David W.; & McAlees, Daniel (1991).

Aging America: Implications and impact on vocational rehabilitation. American Rehabilitation, 17(1), 27-31, 41.

vocational rehabilitation / senior citizens

People who are older are no less heterogeneous than any other segment of the population. Simply put, older people in need of rehabilitation services bring vastly differing expectations, support systems, personalities, and resources to the experience of disablement. Being older and disabled does little to describe this population, and the circumstance of being older does nothing to predict the rehabilitation needs and outcomes for a particular individual.

169.
Halpern, Andrew S. (1992).

Transition: Old wine in new bottles. Exceptional Children, 58(3), 202-211.

transition / policy analysis / educational reform

The transition movement of the 1980s was preceded by two similar movements: (a) the career education movement in the 1970s and (b) the work/study movement in the 1960s. These three movements are described and compared to provide an historical context for understanding current problems and issues regarding transition. Some broad social issues, such as educational reform, are then examined to illustrate the potential influence of such issues on the future development of policy that will affect the transition movement.

170.
Brown, Patricia L.; & Roessler, Richard T. (1991).

A job fair demonstration for senior citizens and people with disabilities. Rehabilitation Counseling Bulletin, 35(2), 82-90.

job fairs / senior citizens

A job fair project know as Better Days was tested at two sites in Arkansas. Targeted groups included people with disabilities and senior citizens. The 62 senior citizens (55 and older) and 81 people with disabilities who attended rated the fairs as "good to excellent" employment resources.

171.
Nosek, Margaret A. (1991).

Relationships between personal assistance and productivity among Japanese adults with severe physical disabilities. Rehabilitation Counseling Bulletin, 35(2), 105-118.

Japan / severe disabilities / productivity

The relationship between personal assistance and level of productivity was examined, using a sample of 30 Japanese adults with severe physical disabilities. Married individuals who used nonfamily, paid assistants were among the most satisfied; married, older, and less educated individuals were among the most productive.

172.
Dowler, Denetta L.; Walls, Richard T.; & Majumder, Ranjit K. (1991).

Decision support system for disability assessment and intervention. Rehabilitation Counseling Bulletin, 35(2), 91-96.

decision support system / vocational rehabilitation

A decision support system was constructed to aid referral of good candidates for rehabilitation from the Social Security Administration to rehabilitation counselors. The three layers of the system were (a) gross screening based on policy guidelines, training materials, and interviews with experts; (b) physical and mental functional capacity items derived from policy directives; and (c) a stepwise regression model of rehabilitated and nonrehabilitated SSDI beneficiaries.

173.
University of Washington & Highline School District (1990).

Vocational Education to Work: Component guides [Set of 5 guides]. Seattle, WA: Authors. (Comp. No. 84.158N - OSERS File No. 238)

vocational education / special education / Washington / training manual

Vocational Education to Work is a model demonstration program whose purpose is to enhance special education students' ability to enter vocational education programs, complete them successfully, and gain career benefits from the experience. The model consists of four components:

1. Active Recruitment into vocational education programs (one guide);
2. Guided Placement in appropriate vocational education courses (one guide);
3. Continuing Support to ensure that students complete vocational education courses (two guides);
4. Job Placement and Follow-up in employment related to vocational training (one guide).

The guides correspond are accompanied by instruction handouts, samples of forms, and materials used in implementation.

174.
Whitehead, Claude W. (1991).

Study of employment and training options, choices and opportunities for Kentuckians with developmental disabilities: Final report. Hudson, FL: Employment Related Services Associates.

Kentucky / program evaluation / vocational training

This study was initiated as an independent activity by the Kentucky Developmental Disabilities Planning Council (KDDPC) in an effort to ensure that persons with developmental and similar disabilities would have a variety of choices from an array of employment options. It was intended to provide a base of information for guidance of the KDDPC, the Kentucky General Assembly, and key state agencies in allocating resources and facilitating planning directed at changing policies and programs affecting those choices.

175.
Brown, James M. (1991).

Final report: Secondary Transition Specialist Training Project for Mildly & Moderately Handicapped. Minneapolis: University of Minnesota, Institute on Community Integration.

transition specialists / personnel preparation / Minnesota

This project was initiated October 1, 1988 by the University of Minnesota's Departments of Educational Psychology and Vocational and Technical Education. The purpose of the project was to prepare a cadre of professionals at the M.Ed. and M.A. graduate levels to undertake career and assume leadership roles in secondary special education and vocational education thereby address the needs of students with mild to moderate handicaps in successfully making the transition from school to postsecondary education, employment, and community living.

176.
Cuvo, Anthony J.; Davis, Paula K.; & Gluck, Michael S. (1991).

Cumulative and interspersal task sequencing in self-paced training for persons with mild handicaps. Mental Retardation, 29(6), 335-342.

mild disabilities / monetary skills / task sequencing

The effectiveness of cumulative and interspersal task sequencing of self-paced instruction was evaluated. Young adults with mild disabilities were taught savings-account, bill-paying, and money-order skills. A self-paced workbook, with its content sequenced in either a cumulative or an interspersal format, was used to provide instruction. Ten participants were randomly assigned to each of the two sequencing conditions. Results showed that both task-sequencing methods produced statistically significant and comparable improvements in performance. Gains were maintained on one-week and one-month follow-ups. Cumulative and interspersal sequencing appears to be equally suitable for teaching complex monetary skills in a self-paced format.

177.
Aune, Elizabeth (1991).

A transition model for postsecondary-bound students with learning disabilities. Learning Disabilities Research & Practice, 6, 177-187.

learning disabilities / postsecondary education / LD Transition Project / Minnesota

This article describes a model for preparing students with learning disabilities for transition to postsecondary education. It summarizes intervention activities and participant outcomes from a three-year federally funded project, suggests key elements for successful transition, and provides recommendations for future studies. Project participants, who demonstrated higher first-year postsecondary retention rates than the general student population, also gained skills in the areas of self-advocacy, study strategies, interpersonal relations and accommodations. However, some still expressed denial of their disability and were hesitant to ask for accommodations. As a result of the project specific key elements for successful transition to postsecondary education were identified. These include: understanding one's disability, enrolling in mainstream academic courses in high school, practicing accommodations and self-advocacy in mainstream courses, involving the student in decision-making, designating a transition case manager, and using a team approach to transition planning. Recommendations for future studies include beginning the transition intervention before the ninth grade and following students through the completion of their postsecondary program.

178.
Larson, Sheryl A.; & Lakin, K. Charlie (1991).

Parent attitudes about residential placement before and after deinstitutionalization: A research synthesis. Journal of the Association for Persons with Severe Handicaps, 16(1), 25-38.

parent attitudes / deinstitutionalization / community integration

This paper reviews 27 studies of parental attitudes on the deinstitutionalization of a family member. In twelve of the studies, the family member was institutionalized. Those studies showed overwhelming satisfaction with the institutional placement and general opposition to deinstitutionalization. In seven studies, the family member had already moved from an institution to the community. Those parents retrospectively reported lower levels of satisfaction with the earlier institutional placement, lower levels of opposition to deinstitutionalization, and high levels of satisfaction with community settings. Three studies in which parental attitudes were sampled both before and after deinstitutionalization mirrored the other studies, showing high levels of general satisfaction with institutional placements before deinstitutionalization and high levels of satisfaction with community placements after deinstitutionalization. Also summarized are parental concerns about deinstitutionalization, their continuing concerns about their children's community placement, their perceptions of the positive outcomes of community living, and ways to facilitate parental satisfaction with deinstitutionalization.

179.
Brown, Lou; Schwarz, Patrick; Udvari-Solner, Alice; Kampschroer, Elise Frattura; Johnson, Fran; Jorgensen, Jack; & Gruenewald, Lee (1991).

How much time should students with severe intellectual disabilities spend in regular education classrooms and elsewhere? Journal of the Association for Persons with Severe Handicaps, 16(1), 39-47.

severe disabilities / mainstreaming

Students with severe intellectual disabilities should be based in the same schools and classrooms where they would be based if they were not disabled. However, a regular education classroom base in a home school is a necessary, but not sufficient, condition for minimally acceptable education. These students should spend some of their time elsewhere. Nine of many factors to consider when determining the amount of time and the kinds of instruction that should be provided in regular education classrooms and other settings are addressed. The ideological and instructional assumptions underlying the benefits that can accrue from functioning in both regular education classrooms and elsewhere must be realized.

180.
Giangreco, Michael F.; Cloninger, Chigee J.; Mueller, Patricia H.; Yuan, Susan; & Ashworth, Susan (1991).

Perspectives of parents whose children have dual sensory impairments. Journal of the Association for Persons with Severe Handicaps, 16(1), 14-24.

dual sensory impairments / parent attitudes / family involvement

Although educators and other professionals acknowledge the importance of involving parents in their children's education, few researchers have investigated parental perceptions of educational and related services. This qualitative study identified four major themes during interviews with 28 families whose children have dual sensory impairments. These concerns clustered around parental perceptions of a "good life" for their children, as well as their experiences with fear, frustration, and change. Implications from the analysis may assist teachers, related service professionals, and administrators working with families to understand more fully parental perspectives.

181.
Hirschmann, Kristin; & MacCuaig, Evelyn (n.d.).

Interagency Transition Partnership: Procedures manual. Tacoma, WA: Tacoma School District. (Comp. No. 84.158N - OSERS File No. 200)

training manual / Washington / supported employment / parent involvement

The Interagency Transition Partnership is a cooperative effort, funded through a U.S. Department of Education grant, in which Tacoma Public Schools, VADIS Northwest, and Pierce County Social Services have promoted a blending of fiscal resources and staff to increase individual placement of youths with severe disabilities into individual supported jobs prior to graduation and to coordinate on-going support in those jobs following graduation. The specific objectives of this project are:

1. Place youths with severe disabilities into individual employment prior to high school graduation;
2. Place youths with severe disabilities into individual unpaid job experiences to increase readiness for permanent placement;
3. Empower parents to find jobs or transition youths with severe disabilities;
4. Evaluate program effectiveness; and
5. Disseminate project model.

182.
Koroloff, Nancy M. (1990).

Moving out: Transition policies for youth with serious emotional disabilities. Journal of Mental Health Administration, 17(1), 78-86.

emotional disabilities / transition / success / policy analysis

Moving from the children's service system to the adult service system is a difficult process for youths with serious emotional disabilities. The fragmentation of services and entrance criteria-based age makes this transition difficult. This article examines how state-level policy can facilitate the orderly planning and delivery of transition services. Several types of transition policies currently in use by states are described, and nine important components of transition policy are identified. These components are necessary in order for state level policy to adequately address the needs of transitioning adolescents with serious emotional disabilities. Mental health planners, state administrators and policy analysts can play an important role in initiating, reviewing, and coordinating state policy regarding transition.

183.
Utley, Bonnie L.; & Nelson, Gary L. (1992).

Visual-motor efficiency of adults with multiple and visual disabilities: An assessment and intervention model. Journal of Vocational Rehabilitation, 2(1), 9-20.

visual impairments / assessment techniques / vocational training

A model to assess and intervene on the visual-motor efficiency of adults in vocational settings is described. The model includes two levels of assessment: 1) screening, and 2) follow-up, more in-depth procedures. The in-depth procedures are conducted only as indicated by data from the screening assessment. Both levels of assessment are referenced to functional materials and one or more natural contexts for vocational instruction. An intervention procedure designed to increase visual-motor efficiency is also described. Implementation of the intervention requires that an individual's progress through a task be made contingent on the demonstration of one or more required visual skills. The necessity for careful selection of the visual skills (and the motor behaviors with which they are paired) is emphasized. Sample data illustrating the effectiveness of the intervention are included as well. Finally, recommendations regarding the importance of conducting visual-motor efficiency assessment and intervention in a range of vocational settings are made.

184.
Apter, Dennis (1992).

A successful competitive/supported employment program for people with severe visual disabilities. Journal of Vocational Rehabilitation, 2(1), 21-27.

visual impairments / supported employment / program development

Historically, people with severe visual disabilities have had significantly reduced opportunities for obtaining employment or have been underemployed in jobs that have not matched their abilities. The Pittsburgh Blind Association, a private agency serving people with severe visual disabilities since 1910, established a supported employment program to increase opportunities for competitive employment and to provide necessary support at the job site. This article reviews the development of the program and describes the implementation process and results of supported employment strategies and methods utilized in serving people with severe visual disabilities. Specifically, the establishment of eligibility criteria and the process of job development, job matching, initial training and support, and ongoing support and advocacy are discussed. Program outcomes, including types of placements, job retention, wages, and benefits are described, and cost effectiveness in providing supported employment services is presented. Additionally, benefits to people with severe visual disabilities served through the individual placement model are identified. The outcomes of the supported employment program established by the Pittsburgh Blind Association indicate clearly that the individual placement model increases employment opportunities and job retention for this population.

185.
Downing, June; Shafer, Michael S.; Brahm-Levy, Anne; & Frantz, Matt (1992).

Supported employment for individuals with dual sensory impairments and mental retardation: Current practice and future challenges. Journal of Vocational Rehabilitation, 2(1), 28-38.

dual sensory impairments / enclaves

Supported employment efforts for three individuals with dual sensory impairments and mental retardation are reported. All three individuals previously had been served in physically isolated settings including institutions, sheltered workshops, and day activity centers. Currently, they work in an enclave earning commensurate wages and experiencing daily interactions with nondisabled co-workers. Providing supported employment to people experiencing dual sensory impairments and mental retardation presents formidable challenges, including the development and utilization of meaningful assessment procedures, the use of effective instructional and adaptive supports, the development and utilization of effective communication and interaction support services, and, perhaps most importantly, responsive and responsible funding. Implications for future supported employment efforts are discussed.

186.
Bradfield, Anna L. (1992).

Environmental assessment and job site modifications for people who are visually impaired. Journal of Vocational Rehabilitation, 2(1), 39-45.

visual impairments / accommodations

Environmental modifications for workers with visual impairments can provide appropriate visual, auditory, tactual, and behavioral changes to facilitate job accomplishment. To identify and implement the most appropriate modifications, a comprehensive assessment must be made. An evaluation of the job, including an onsite employer interview, task analysis of the job, and evaluation of physical requirements of identified job tasks, is a first step. The assessment of the individual (review of pertinent case file information, a recent clinical assessment of physical and cognitive abilities, and a functional onsite evaluation of these abilities) is also necessary. The job-worker match is then made, including appropriate and effective accommodations. A model for using the modification process and suggestions for identifying and evaluating accommodations is presented, along with resources for accomplishing the described model.

187.
Sacks, Sharon Zell; & Wolffe, Karen (1992).

The importance of social skills in the transition process for students with visual impairments. Journal of Vocational Rehabilitation, 2(1), 46-55.

social skills / visual impairments / community integration

Social skills training for adolescents and young adults with visual disabilities is critical to their adjustment in work and community settings. Although students with visual disabilities have been integrated into public education programs for several years, opportunities for them to participate equally in peer group activities, independent living experiences, and competitive employment options are limited. This article provides a rationale for understanding why social skills training is particularly important for students with visual impairments in attaining success in the transition process. Several strategies, along with two detailed case studies, will illustrate how professionals, family members, and students can achieve positive outcomes for future life goals.

188.
Sisson, Lori A.; & Babeo, Thomas J. (1992).

School-to-work transition of students with blindness or visual impairment. Journal of Vocational Rehabilitation, 2(1), 56-65.

visual impairments / barriers / outcomes of education

The adult outcomes literature for people with disabilities, including those with blindness or visual impairment, indicates that most are unable to secure meaningful employment in the community. This situation has been attributed to inadequate career education and job training in school, the failure of adult agencies to use strategies that promote competitive employment, and lack of coordination among services provided by schools and adult agencies. This article reviews these barriers to postgraduation employment for people with visual handicaps and presents relatively new ideas for facilitating successful transition from school to work. Major changes in schooling and service delivery for this population appear to be necessary, including an emphasis on functional vocational skills training at an early age, a shift from sheltered to supported work at the adult level, and increased involvement of parents and community business representatives in a systematic transition process.

189.
Zimmerman, George J. (1992).

Orientation and mobility training: Enhancing the employment prospects for people with blindness and visual impairments. Journal of Vocational Rehabilitation, 2(1), 66-72.

orientation and mobility skills / visual impairments / assessment techniques

Enhancing the community employment prospects of individuals with visual impairments may be facilitated by instruction in safe and efficient orientation and mobility (O&M) skills. Being capable of maneuvering independently to, from, and within the work setting may increase the individual's employment possibilities. Working as a team, the employment and the O&M specialists should analyze the work setting and develop O&M goals specifically tailored to the demands of the work setting. Specific O&M terms and techniques are described.

190.
U.S. Department of Labor. Secretary's Commission on Achieving Necessary Skills (1992).

What work requires of schools: A SCANS report for America 2000. Washington, DC: Author.

America 2000 / productivity / outcomes of education / work

The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to:
1. Define the skills needed for employment;
2. Propose acceptable levels of proficiency;
3. Suggest effective ways to assess proficiency; and
4. Develop a dissemination strategy for the nation's schools, businesses, and homes.

This report results from discussions and meetings with business owners, public employers, unions, and workers and supervisors in shops, plants, and stores. It builds on the work of six special panels established to examine all manner of jobs from manufacturing to government employment. They also commissioned researchers to conduct lengthy interviews with workers in a wide range of jobs.

191.
Mid-South Regional Resource Center (1991).

Education reforms and special education: An initial list of state activities. Lexington: University of Kentucky, Interdisciplinary Human Development Institute, Mid-South Regional Resource center.

educational reform / special education / surveys

This report is an initial, interim summary of how the state reforms in general education are affecting special education in each state. It was prepared to serve these purposes: to serve as a sharing/reference tool for state directors of special education to help them better understand how reform in their states relates to reform in other states, to provide them with a source of ideas for initiatives to improve special education as a part of general reforms, to give them specific points of contact for follow up, and to serve as a general source of information for possible trends and national needs that might help guide national initiatives.

192.
Rusch, Frank R.; DeStefano, Lizanne; Chadsey-Rusch, Janis; Phelps, L. Allen; & Szymanski, Edna (Eds.) (1992).

Transition from school to adult life: Models, linkages, and policy. Sycamore, IL: Sycamore Publishing Company.

transition planning / special education / vocational education / postsecondary education / outcomes of education / policy analysis

This comprehensive text presents an array of issues related to transition authored by experts from numerous disciplines. Topics include transition models for planning at various levels and for various diverse populations and settings, interagency cooperation, business and industry involvement, outcomes of education, family involvement, and policy analysis.

193.
Lignugaris/Kraft, Benjamin; Salzberg, Charles L.; Rule, Sarah; & Stowitschek, Joseph J. (1988).

Social-vocational skills of workers with and without mental retardation in two community employment sites. Mental Retardation, 26(5), 297-305.

social skills / competitive employment

The social interactions of employees with and without developmental disabilities were observed in two community employment settings during work and breaks. Conversations were frequent and generally concerned work-related topics. Target workers differed in how often they interacted with co-workers with and without developmental disabilities. During work, workers with developmental disabilities received commands more often from workers who were not developmentally disabled than from those who were. During breaks, requests for information were observed most often. Differences were found between workers in the frequency with which greetings, kidding, and joking were observed. Implications for future research on social behavior in community employment settings were discussed.

194.
Tse, John W. L. (1991).

Employment opportunities for persons with mental handicap. Hong Kong: Queen Elizabeth Foundation for the Mentally Handicapped.

Hong Kong / competitive employment

This publication can help teachers, instructors, and perhaps parents to examine the open employment opportunities for persons with mental handicaps. General information is provided to give readers an overview of the competitive employment situations, the processes of vocational training and placement, and the favourable work records of persons with mental handicaps in Hong Kong.

195.
Walls, Richard T.; Zane, Thomas; & Thvedt, John E. (1979).

The Independent Living Behavior Checklist (Experimental edition). Morgantown: West Virginia Rehabilitation Research and Training Center.

independent living / assessment techniques

The Independent Living Behavior Checklist is an extensive list of 343 independent living skill objectives carefully specified in terms of conditions (antecedents or givens), behaviors, and standards. The Checklist can be used to: (1) define independent living skills clearly; (2) specify a broad range of skills applicable to a variety of necessary activities of daily living; (3) determine clear standards for mastery of skills; (4) document client or trainee progress and effectiveness of training procedures; (5) determine an objective means to accountability, cost-effectiveness, and appropriateness of programs and staffing; (6) determine an objective means of goal setting and documentation for legislative requirements; and (7) outline an objectively specified curriculum for independent living skills. Skill summary charts are included in appendices.

196.
Hartman, Rhona C.; & Krulwich, Maxine T. (1983).

Learning disabled adults in postsecondary education. Washington, DC: American Council on Education, HEATH/Closer Look Resource Center. (ERIC Document Reproduction Service No. ED 238 239)

learning disabilities / postsecondary education

Options in postsecondary education for adults and young adults with learning disabilities (LD) are examined. An introductory section considers characteristics of LD that present special

problems, including difficulties in reading, writing, spelling, and/or using numerical concepts; distractability; difficulties with understanding or following directions; and clumsiness or poor coordination. Information on higher education for LD students includes descriptions of program options (such as an LD program or the pre-college session) and a review of the types of support services available. In a section intended for LD students, suggestions are offered for locating the appropriate school through reviewing directories, attending conferences, asking questions, and planning ahead. Methods which LD students have found helpful in managing out-of-classroom activities (such as keeping a calendar, writing down directions to parties, and scheduling regular exercise) are noted. Factors to be considered in matters of standardized testing and use of recorded texts are discussed. The fact sheet concludes with names and addresses of selected organizations and self-help groups, a bibliography on the topic, and a list of institutions represented at postsecondary night at the 1983 conference of the Association of Adults and Children with Learning Disabilities.

197.
Sitlington, Patricia L.; & Frank, Alan R. (1990).

Are adolescents with learning disabilities successfully crossing the bridge into adult life? Learning Disability Quarterly, 13(2), 97-111.

learning disabilities / outcomes of education

This study investigated the adult adjustment of a statewide random sample of 911 individuals labelled learning disabled who had been graduated from school the previous year. Results are reported in terms of: (a) general characteristics of the sample; (b) characteristics of the employed individuals in terms of rate and location of employment, occupational status, number of hours worked, mean wage, and benefits; and (c) comparisons of employed and unemployed individuals in terms of vocational training, work experiences, and postsecondary training. Data are reported by level of instructional program in which the individuals were enrolled while still in school and by gender, where relevant.

198.
Biklen, Douglas; Lehr, Susan; Searl, Stanford J.; & Taylor, Steven J. (1987).

Purposeful integration ... Inherently equal. Syracuse, NY: The Center on Human Policy, Syracuse University.

Education for All Handicapped Children Act (94-142) / least restrictive environment (LRE)

The purpose of this manual is to provide background on the principle of least restrictive environments (LRE) and discuss issues, offer suggestions, and give examples to illustrate the full value of integration in the LRE. An LRE checklist for parents is included.

199.
National Association of State Boards of Education (1991?).

The American tapestry: Educating a nation. A guide to infusing multiculturalism into American education. Alexandria, VA: Author.

multicultural education / policy analysis

The focus of this report is on three important areas of multiculturalism in education: leadership, teacher and personnel training, and a culturally responsive curriculum that incorporates multiple learning and instructional styles in the classroom. Recommendations are included.

200.
President's Committee on Employment of People with Disabilities (1991).

National Disability Employment Awareness Month (NDEAM) Kit. Washington, DC: Author.

Americans with Disabilities Act / program implementation

This packet is designed to assist communities in implementing the Americans with Disabilities Act. Included are a community training kit, a press kit, and background resources (state by state listing of agencies to call for assistance).

201.
Education of the Handicapped Act Amendments of 1990 (PL 101-476, 30 Oct. 1990), United States Statutes at Large 104, pp. 1103-1151.

(IDEA) Education of the Handicapped Act Amendments of 1990

The November, 1990, Congress passed the reauthorization of the Individuals with Disabilities Education Act of 1990 (P.L. 101-476), formerly known as the Education of the Handicapped Act Amendments of 1990. This is the text of the Act and includes for the first time, mandated transition services for youths with disabilities.

202.
Moon, M. Sherril; Kiernan, William; & Halloran, William (1990).

School-based vocational programs and labor laws: A 1990 update. Journal of the Association for Persons with Severe Handicaps, 15(3), 177-185.

vocational education / vocational training / Fair Labor Standards Act (FLSA)

This article describes how the Fair Labor Standards Act (FLSA) administered through the United States Department of Labor (DOL) governs school-based employment and vocational training programs. Particular attention is paid to the regulations regarding employment and training for students with disabilities. Because the FLSA was recently reauthorized with final regulations published in late 1989, this paper updates the Journal of the Association for Persons with Severe Handicaps publication by Martin and Husch (1987) on the same topic. It further explains and interprets situations that are often misunderstood by educators and employment specialists through a series of case studies typical of school-based vocational programs for students with severe handicaps. Finally, suggestions for reform in federal and state policy of counterproductive provisions of the FLSA are presented.

203.
Gaylord-Ross, Robert; & Chadsey-Rusch, Janis (1991).

Measurement of work-related outcomes for students with severe disabilities. Journal of Special Education, 25(3), 291-304.

supported employment / vocational evaluation / ecology of the workplace

Measuring employment outcomes for persons with severe disabilities has advanced in scope and effort during recent years. The initial focus on task performance in sheltered settings has been replaced with the measurement of a number of other individual outcomes within the context of supported employment. Additionally, measurement reflects an ecological perspective; that is, individual outcomes, such as job-task performance, integration, economic benefits, and consumer satisfaction are considered within the context of group and organizational variables that can affect those outcomes. In this article, measurement considerations for individual, group, and organizational factors are described and discussed. As students with severe disabilities enter complex employment environments, it is clear that more than one measurement strategy will be needed to document meaningful outcomes.

204.
Storey, Keith; & Horner, Robert H. (1991).

An evaluative review of social validation research involving persons with handicaps. Journal of Special Education, 25(3), 352-401.

social validation / literature review

In the past 10 years, the field of special education has witnessed a substantial increase in the use of social validation procedures in applied behavioral research involving persons with handicaps. These procedures have become an important component in evaluating the effectiveness of research in this area. A review of social validation research involving persons with handicaps is presented. The literature is divided into three areas for review purposes: (a) social validation methods and results, (b) methodological issues, and (c) conclusions. The authors conclude that social validation procedures are appropriate for and are an important component of applied behavior analysis. Suggestions for improving methodology and recommendations for future research are discussed.

205.
Cole, David A.; & Meyer, Luanna H. (1991).

Social integration and severe disabilities: A longitudinal analysis of child outcomes. Journal of Special Education, 25(3), 340-351.

full inclusion / success / outcomes of education

The goal of social integration is shared across disciplines and espoused as a universal value in today's society. However, considerable controversy exists regarding the process most likely to result in the attainment of this goal for persons with severe disabilities. Proponents of traditional rehabilitation-remedial models propose delivery of intensive services in segregated environments specially designed to meet individual needs. Conversely, proponents of full inclusion models maintain that services should be provided in the mainstream of school and society. In the current study, the effects of integrated versus segregated schooling upon the educational and social competence of children with severe developmental disabilities were examined across a two-year time period, using both classroom observation and standardized child-assessment measures. Children in integrated learning environments spent less time with therapists, equal time with special education teachers, more time with teaching assistants, more time with children with and without handicaps, and less time alone than did children in segregated learning environments. No differences were found on a traditional measure of developmental skills; however, on a measure of social competence, integrated children progressed, whereas segregated

children regressed. Implications of these results are discussed in the context of public attitudes toward disability and educational reform in the mainstream of America's schools.

206.
Vandercook, Terri (1991).

Leisure instruction outcomes: Criterion performance, positive interactions, and acceptance by typical high school peers. Journal of Special Education, 25(3), 320-339.

leisure skills / social skills / generalization

Acquiring and performing leisure skills for a teacher does not denote the criterion of ultimate functioning for a teenager. One important criterion for community leisure participation by teenagers includes engaging in those activities with friends. The primary purpose of the present study was to investigate the degree to which leisure skills acquired and demonstrated through instruction would generalize when students were provided opportunities to engage in those same activities with a peer. A secondary purpose was to determine the impact of leisure skill competence by the student with disabilities on social interactions with peers while engaging in leisure activities. A tertiary purpose was to examine the attitudes of the teenagers without disabilities who participated in the study. Results indicated that the increase in skills demonstrated with the instructor were associated with an increase in the demonstration of those same skills when engaged in the activity with a peer. Correlations were calculated between leisure skill demonstration by the student with disabilities and specific social behaviors. Only the skill defined as "cooperative participation" was highly correlated. Attitude scores of the high school peers showed a statistically significant increase following the four months of interaction. The implications for intervention and generalization of leisure skills for students with severe disabilities are discussed.

207.
Fisher, Adrian Thomas (1991).

Relationship between independent living skills and quality of life outcomes for young Americans with mild disabilities. Doctoral dissertation, University of Illinois at Urbana-Champaign.

independent living / quality of life / mild disabilities

This study was based on the demands of new roles and expectations in adult development and the need for skills to meet them. The study examined the predictive power and discriminant ability of a model of independent living skills, using the 11,683 sophomore cohort subjects who completed the base year and three follow-ups of the High School and Beyond survey. The skills for

self-advocacy, living arrangement, community interaction, leisure and recreation, and education and training were found to be strongly related to quality of life measures -- physical and material well-being, relations with others, social and community activities, personal development and fulfillment, and recreation (canonical correlation of .77). Self-advocacy was found to be the strongest component of the independent living skills variables in the canonical correlation. This was interpreted as an empowerment factor. LISREL analyses demonstrated a strong impact of the independent living skills on locus of control, with locus having a subsequent impact on quality of life measures.

Findings demonstrated that many students with disabilities are not prepared in school and training to meet these demands. The skills related to self-determination and empowerment, so the person may take control over their own life course, were particularly important. These findings have implications for curricula for students with disabilities and for the ways in which they are taught, including the use of skills in real situations, not just simulations.

208.
Scotti, Joseph R.; Evans, Ian M.; Meyer, Luanna H.; & Walker, Pamela (1991).

A meta-analysis of intervention research with problem behavior: Treatment validity and standards of practice. American Journal on Mental Retardation, 96(3), 233-256.

problem behavior / intervention research

Published intervention research to remediate problem behavior provides a major source of empirical evidence regarding standards of practice and the relative effectiveness of various treatment strategies. A meta-analysis was conducted on 318 articles published in 18 selected journals for the years 1976-1987, encompassing a total of 403 studies involving 795 persons with developmental disabilities who exhibited excess behaviors. Two measures of intervention effectiveness were calculated across studies and used to evaluate standards of practice as well as the treatment validity of different types and levels of interventions for stereotypic, aggressive, self-injurious, socially inappropriate, and other problem behaviors. Analyses were also carried out to identify additional variables that might be related to treatment effectiveness. The results largely fail to support several widespread assumptions regarding precepts of clinical procedure, and suggestions are made concerning clinical-experimental research and journal publication practices to ensure that future work will provide a more helpful and conclusive knowledge base.

209.
Wilgosh, Lorraine (1990).

Organizational climate and workers with mental disabilities. Canadian Journal of Rehabilitation, 4(1), 9-16.

employer involvement / job retention / ecology of the workplace

This theoretical paper addresses the discrepancy between the skills which employers identify as important for hiring employees with mental disabilities into entry-level positions, and the reasons given by employers for firing individuals from the same positions. This discrepancy suggests that job training for persons with mental disabilities must be beyond the skills required for hiring to focus on maintenance of successful, continuing employment. The concept of organizational climate provides a means of conceptualizing companies and employees in terms of such aspects as support and communication. This allows for the possibility that vocational rehabilitation personnel can facilitate a better match between companies and employees in the placement of workers with mental disabilities, improving the likelihood of long-term employment.

210.
Pollock, Nancy; & Stewart, Debra (1990).

A survey of activity patterns and vocational readiness of young adults with physical disabilities. Canadian Journal of Rehabilitation, 4(1), 17-26.

physical disabilities / surveys / career development / Canada

The paper reports the results of a survey of current and former clients of a children's treatment centre, to examine their daily self-care, leisure, and particularly productive activities. The need for the survey arose out of concern about the transition from adolescence to adulthood among the centre's clients with physical disabilities. The results showed patterns of time use different from the general population, high unemployment rates, and patterns of passive and solitary leisure activities. The survey results are discussed in terms of their implications for both timing and the focus of our intervention with this population.

211.
Bowe, Frank (n.d.).

Demography and disability: A chartbook for rehabilitation. Little Rock: Arkansas Rehabilitation Research and Training Center, University of Arkansas, Arkansas Rehabilitation Services.

demographics / vocational rehabilitation

This document highlights key findings from the 1981 and 1982 Current Population Survey (CPS) March Studies, which focus on disability questions. Demographic data can help program planners and administrators in decision making.

212.
President's Committee on Employment of People with Disabilities; & Arkansas Research and Training Center in Vocational Rehabilitation (1992).

Employment priorities for the '90s for people with disabilities. Washington, DC and Fayetteville, AK: Authors.

vocational rehabilitation / program development

In 1988 the Employment Preparation Committee of the President's Committee on Employment of People with Disabilities and the Arkansas Research and Training Center in Vocational Rehabilitation (University of Arkansas) initiated a project entitled "National Agenda for the Employment of People with Disabilities." The purpose of the project was to involve people with disabilities in the development of employment policies and the improvement of rehabilitation services.

The National Agenda Project was completed in three stages. In the first stage, data regarding employment concerns were gathered from consumers using the Concerns Report Method. Elements of the Concerns Report Method are (a) an item pool focusing on the topics of employment policies and rehabilitation practices, (b) an Employment Concerns Questionnaire which the organization creates from the item pool, and (c) a Concerns Report that identifies employment strengths and problems from the respondents' perspectives.

In the second phase of the Agenda project, consumers and professionals translated consumer perceptions into service and policy responses. During the third phase, the advocacy organizations developed organizational priorities and plans (agendas) that were responsive to the employment concerns of consumers and the recommendations of consumers and professionals.

213.
Harnisch, Delwyn L.; Wermuth, Thomas R.; & Zheng, Ping (1992, January).

Identification and validation of transition quality indicators: Implications for educational reform. Paper presented at the Third International Conference of the Division on Mental Retardation of the Council for Exceptional Children: Future Issues and Challenges in Mental Retardation and Developmental Disabilities, Honolulu, Hawaii, January 12-14, 1992.

quality indicators / outcomes of education / transition

This paper provides a framework to discuss the identification and validation of transition quality indicators. The paper begins by defining transition conceptually including tracing the development of transition in federal special education legislation; discussing outcomes identified by federally-funded model demonstration projects in transition at multiple levels; developing a conceptual framework to guide secondary data analysis focusing on post-school outcomes attained by youths with disabilities; and identifying appropriate outcomes attained by individuals with disabilities through transition program interventions. The authors conclude by describing various implications for educational reform.

214.
McDonnell, Lorraine M.; & Grubb, W. Norton (1991).

Education and training for work: The policy instruments and the institutions. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

education and training / policy analysis

This report represents an initial effort to understand the complex education and job training system and the policy instruments (i.e., the funding and regulatory mechanisms) that drive it. The analysis focuses on the role of state governments in implementing federal policies in local communities, and in designing and implementing their own policies. Its major purpose is to provide a conceptual framework for understanding the different types of policy instruments used to promote education and training objectives, and the factors influencing how policies embodying different instruments are likely to be implemented in different local communities. Five education and training policy areas are examined: secondary vocational education, postsecondary vocational education, JTPA programs, state-funded job training programs linked to economic development strategies, and welfare-to-work programs. Data from a fifty-state survey of work-related education and training policies and case studies of education and training institutions in eight local communities are presented to illustrate the range of instruments used in each of the five policy areas.

215.
Ness, Jean; & Price, Lynda A. (1990).

Meeting the psychosocial needs of adolescents and adults with LD. Intervention in School and Clinic, 26(1), 16-21.

LD Transition Project / learning disabilities

This article describes the LD Transition Project in Minnesota and provides case studies to illustrate how individual counseling, group counseling, disability awareness training, and vocational

counseling were used with project participants to meet identified psychosocial needs.

216.
Turnbull, H. Rutherford, III; & Turnbull, Ann P. (1991).

Participatory action research and public policy. Lawrence, KS: Beach Center on Families and Disability, University of Kansas.

participatory research / rehabilitation

This article describes two discrete proposals that researchers adopt an essential "Japanese" or collegial model in working with research consumers, whether they be people with disabilities or family members. The two proposals are called participatory research and participatory action research. Both have emerged from the work and thinking of rehabilitation researchers. One grew out of a 1989 conference, sponsored by National Institute on Disability and Rehabilitation Research (NIDRR), that consisted of researchers and family consumers. The other recently was made by Dr. William Graves, NIDRR director. This article describes the two proposals and advocates for the model of participatory research.

217.
Trach, John S.; & Rusch, Frank R. (1989).

Supported employment program evaluation: Evaluating degree of implementation and selected outcomes. American Journal on Mental Retardation, 94(2), 134-140.

supported employment / Illinois / program evaluation

The relationship between the degree to which adult service agencies implemented supported employment and selected program outcomes was examined. Supported employment programs developed by adult vocational service agencies in Illinois served as the subject pool for data collection. Results indicated that clients with higher IQs received less complete support services but earned higher wages. Vocational service agencies that spent more time developing jobs seemed better at matching job requirements with clients' skills.

218.
Williams, Gladys A.; & Asher, Steven R. (1992).

Assessment of loneliness at school among children with mild mental retardation. American Journal on Mental Retardation, 96(4), 373-385.

loneliness / mild disabilities

This study was designed to determine whether children with mild mental retardation understand the concept of loneliness, whether their feelings of loneliness at school can be reliably assessed, and whether there are differences in loneliness between children with and without mental retardation. Results from a sample of 62 students with mild mental retardation and 62 students without retardation, ages 8 through 13, indicated that (a) high percentages of both groups understood what loneliness means, (b) a loneliness questionnaire yielded satisfactory internal reliability with both groups, and (c) boys but not girls with mental retardation reported significantly more loneliness than did children without mental retardation. Suggestions were made for future research on loneliness in school settings.

219.
Sherman, James A.; Sheldon, Jan B.; Harchik, Alan E.; Edwards, Kevin; & Quinn, John M. (1992).

Social evaluation of behaviors comprising three social skills and a comparison of the performance of people with and without mental retardation. American Journal on Mental Retardation, 96(4) 419-431.

social skills / behavior analysis

The authors evaluated whether behaviors commonly taught to persons with mental retardation as part of three important social skills (following instructions, accepting criticism, and negotiating to resolve conflicts) were responded to favorably by other people. People with mental retardation who lived in the community and other people from the community participated in videotaped role plays involving each of the social skills. The performances of participants were scored according to behavioral checklists. Participants with mental retardation scored as well as other participants on following instructions and accepting criticism but lower on negotiating. Community members were asked to evaluate how well the participants did in the videotaped role-play situations. There were high positive correlations between the scores derived from the behavioral checklists and the evaluations of community members for both groups of participants.

220.
Wermuth, Thomas (1991).

Impact of educational legislation on transition and supported employment programs. Advance (Association for Persons in Supported Employment), 3(1), 3-4.

supported employment / federal legislation / program development / transition

This article intertwines the impact of IDEA, the Rehabilitation Act, and the Perkins Act of 1990 on transition and supported employment program development. Interagency collaboration will be one of the keys to effective transition planning for individuals with disabilities.

221.
Lehr, Susan (1985).

After school ... then what? The transition to adulthood. Syracuse, NY: The Center on Human Policy, Syracuse University; and Boston: Technical Assistance for Parent Programs (TAPP) Project.

parent involvement / training manual / independent living

This manual, written for parents, offers information, support, and a plan of action to help ensure a successful transition from school to adulthood.

222.
Lehr, Susan; & Taylor, Steven J. (1987).

Teaching social skills to youngsters with disabilities: A manual for parents. Syracuse, NY: The Center on Human Policy, Syracuse University; and Boston: Technical Assistance for Parent Programs (TAPP) Project.

social skills / parent involvement / training manual

This manual is for parents and for their children. It is a "how-to manual" for socialization and social skill development. The authors discuss what socialization and social skill development means, identify some of the obvious barriers for children with disabilities, and offer ideas and strategies for parents. Our intention is to enable parents to recognize the importance of helping their children develop good social skills so that they can make friends and become part of a group.

223.
Lehr, Susan; & Taylor, Steven J. (1986).

Roots and wings: A manual about self-advocacy. Syracuse, NY: The Center on Human Policy, Syracuse University; and Boston: Technical Assistance for Parent Programs (TAPP) Project.

self-advocacy / training manual / parent involvement

This manual is about self-advocacy and how parents can enable their children who are disabled to become as independent as they can and want to be.

224.
Center on Human Policy (1987).

Health care issues for children with special health needs and disabilities. Syracuse, NY: The Center on Human Policy, Syracuse University; and Boston: Technical Assistance for Parent Programs (TAPP) Project.

health care / parent involvement / training manual

The purpose of this manual is to help parents of children with chronic illness and other health impairments become capable managers of their child's life, including his/her health care. Informational resources included in this manual are agencies and articles.

225.
Lehr, Susan; & Taylor, Steven J. (n.d.).

Preparing for life: A manual for parents on the least restrictive environment. Volume II: Questions and answers. Syracuse, NY: The Center on Human Policy, Syracuse University; and Boston: Technical Assistance for Parent Programs (TAPP) Project.

parent involvement / training manual / LRE (least restrictive environment)

This manual is a collection of some of the most frequently-asked questions parents have regarding their child's education.

226.
Martin, James E.; Mithaug, Dennis E.; Fredericko, Laurie; & Riley, Maxine (n.d.).

Self-determined transition and self-advocacy [Draft]. Colorado Springs: Center for Educational Research, University of Colorado at Colorado Springs.

self-advocacy / special education / job matching

Self-determined individuals know what they want and how to get it. They advocate for their own interests. Unfortunately, far too many students with mild to moderate learning and behavior problems leave school without learning the skills necessary for self-determination. They are unable to plan for their future. Post-school follow-up studies find that former special education students can't make the adjustment to life after school. Parental surveys describe the resulting onerous situation. Learning to participate, manage, and finally direct the individualized educational plan is a naturally occurring opportunity to teach self-determination and self-advocacy skills. The authors discuss

three self-determination components: (a) the self-directed job match, (b) self-directed class match, and (c) the self-determination class.

227.
Menchetti, Bruce M.; & Monroe, Marty (n.d.).

A national voting rights survey: Identifying potential barriers and accommodations for Americans with disabilities. Manuscript submitted for publication.

voting rights / surveys / barriers

The voting rights of Americans with disabilities were examined by identifying potential legal voting barriers and available accommodations. Voting rights were determined through a survey of high level election officials in each of the 50 states and the District of Columbia. Survey respondents provided information about potential legal voting exclusions, procedures for identifying excluded individuals, legal voting safeguards, voting rights guarantees, voter registration procedures, and the voting accommodations available to individuals with emotional, intellectual, or physical disabilities. Results were used to construct a national voting rights database and suggested that there were several potential legal and procedural barriers confronting Americans with disabilities who wish to vote. Another finding indicated that several states had laws which used demeaning language to refer to individuals with disabilities. A more positive finding was that a substantial majority of states made available several registration and voting accommodations for individuals with disabilities. The implications of these findings for individuals with disabilities, their families, advocates, and policy makers were discussed.

228.
Menchetti, Bruce M. (1991).

Should vocational assessment and supported employment be partners or competitors?: A research perspective. In Fry, R. (Ed.), Fifth national forum on issues in vocational assessment: The issues papers (Pp. 49-52). Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Materials Development Center.

vocational evaluation / supported employment / literature review

This article summarizes the research on vocational assessment and evaluation in supported employment in order to determine whether assessment and evaluation services and supported employment should be partners or competitors. There has been very little empirical research specifically directed toward vocational

assessment and evaluation and its applications within supported employment. However, there have been three related areas addressed in the literature which may shed some light on the role of vocational assessment and evaluation within supported employment: a) current practices of vocational assessment and evaluation professionals; b) problems associated with current practice; and (c) the ecological model of vocational assessment and evaluation.

229.
Ryan, Ann Grasso; & Price, Lynda (in press).

Landmarks in the '90s for adults with learning disabilities. Intervention. (Comp. No. 84.078C - OSERS File No. 242)

learning disabilities / research synthesis

The purpose of this article is to delineate issues which are fundamental to understanding the appropriate delivery services for adults with learning disabilities in the 1990's. The issues addressed are: retention, adult basic education, transition, higher education, vocational education, employment and psycho-social adjustment. Each issue is discussed with a brief overview of the relevant literature and is illustrated with a discussion from the authors' experiences with postsecondary adults with learning disabilities. Recommendations and questions for further exploration are included.

230.
Evelo, Sheryl; & Price, Lynda (1991).

The transition of students with learning disabilities: A case study. Journal of Postsecondary Education and Disability, 9(1-2), 207-218. (Comp. No. 84.078C - OSERS File No. 242)

learning disabilities / case studies / postsecondary education / LD Transition Project

This case study illustrates the transition process of one individual with learning disabilities during a three-year period. It describes her experiences as she graduated from high school and went on to a local community college. Specific transition objectives, personalized counseling, and individual accommodations are discussed in detail, with both secondary and postsecondary examples. Relevant research and recommendations pertinent to service providers who work with adolescents and adults with learning disabilities are also provided.

231.
Fagan, Thomas K.; & Jenkins, William M. (1989, November/December).

People with disabilities: An update. Journal of Counseling & Development, 68, 140-144.

federal legislation / vocational rehabilitation / rehabilitation counseling

An update of information presented in the original article (Fagan & Wallace, 1979), this article provides more recent figures on handicapping conditions in school-age and adult populations. The title and language usage have been changed to reflect current understanding of the connection between descriptive language and attitudes toward people with disabilities. Changes in federal legislation, interpretations, and their impact are presented. To complement the original article, the update focuses more heavily on adult handicapping conditions and rehabilitation services.

232.
U.S. Department of Labor; & U.S. Department of Education (1990).

The school-to-work connection. Washington, DC: Author.

labor market / education-work relationships

In 1990, in Washington, DC, the Secretaries of Labor and Education joined together to sponsor "The Quality Connection: Linking Education and Work," a national conference of corporate CEO's, human resource managers, federal and state officials, school superintendents, educators, training experts, and organized labor representatives. This report, drawn from transcripts of Conference proceedings, summarizes the most salient features of the presentations and discussions of that event so that others throughout the country might benefit in terms of their own plans and deliberations regarding this critical national issue.

233.
Golden, Marilyn (1991).

The Americans with Disabilities Act of 1990. Journal of Vocational Rehabilitation, 1(2), 13-20.

Americans with Disabilities Act of 1990 (ADA) / vocational rehabilitation

The purpose of this article is to describe the Act's development and chief requirements with the greatest emphasis placed on employment. The article will conclude with a summary of what is important about the ADA for rehabilitation clients and their employers to know.

234.
Callahan, Michael (1991).

Common sense and quality: Meaningful employment outcomes for persons with severe physical disabilities. Journal of Vocational Rehabilitation, 1(2), 21-28.

physical disabilities / supported employment / Vocational Profile

This article examines a number of the most significant examples of meaningful outcomes from the perspective of participants in a three-year, federal grant from the Rehabilitation Services Administration (RSA).

235.
West, Michael; Callahan, Michael; Lewis, Mary Beth; Mast, Melinda; Simek-Dreher, Stacey; Rock, Rowena; Sleight, Lisa; & Meravi, Apryl (1991).

Supported employment and assistive technology for individuals with physical impairments. Journal of Vocational Rehabilitiation, 1(2), 29-39.

supported employment / assistive technology / physical disabilities

In 1987, a multistate demonstration project was initiated for illustrating the use of supported employment technology for persons with physical impairments. This article reports on the results of the project after the first two years, including the nature of the individuals served by the project, the outcomes achieved, and the problems and barriers encountered in delivering services to individuals from this population. Case studies are also presented which illustrate the use of assistive technology within a program of supported employment.

236.
Gradel, Kathleen (1991).

Customer service: What is its place in assistive technology and employment services? Journal of Vocational Rehabilitation, 1(2), 41-54.

assistive technology / physical disabilities / vocational rehabilitation

This article focuses on the challenges facing professionals and the consumers in employment services and assistive technology supports. Each of the following problems is addressed:
1. Choices and access are limited;
2. "Consumer responsiveness" is new to human services; and
3. The slow pace with which technology has had an impact on quality of lives.

237.
Sowers, Jo-Ann (1991).

Employment for persons with physical disabilities and related technology. Journal of Vocational Rehabilitation, 1(2), 55-64.

physical disabilities / assistive technology / vocational rehabilitation

The purpose of this article is to provide the reader with a familiarity with technologies that currently exist that can be used to assist persons with physical disabilities to access employment. In addition, the employment challenges encountered by persons who experience severe physical and multiple disabilities and the role of technology in meeting these challenges will be addressed.

238.
Fee, James W., Jr. (1991).

Rehabilitation robotics for individuals with disabilities. Journal of Vocational Rehabilitation, 1(2), 65-69.

vocational rehabilitation / robotics

This article focuses on the importance of computer technology in enhancing assistive devices for individuals with disabilities, and in particular, rehabilitation robotics. Various projects are described which use this new technology.

239.
Baker, Bruce R.; Stump, Robert T.; Nyberg, Eric H., III; & Conti, Robert V. (1991).

Augmentative communication and vocational rehabilitation. Journal of Vocational Rehabilitation, 1(2), 71-83.

augmentative communication / vocational rehabilitation

In the past ten years, augmentative communication has become a factor in vocational rehabilitation. A history of augmentative communication is presented, as well as the role that vocational rehabilitation counselors can and often do play in the evaluation and implementation of an augmentative communication system.

240.
Mann, William C.; & McKinley, Jean (1991).

Preparation of persons with cognitive disabilities for employment: Learning keyboarding skills. Occupational Therapy Practice, 2(3), 51-61. (Comp. No. 84.078C - OSERS File No. 244)

COMPETE Program / New York / computer skills

The purpose of this article is to discuss methods for learning keyboarding and, more specifically, to describe the acquisition of keyboarding skills by persons with cognitive disabilities. COMPETE, a model program for preparing persons with cognitive

disabilities for "information age" jobs, is described.

241.
Morrison, Malcolm H. (1990-1991, Winter).

Competitive employment strategies in the era of ADA. American Rehabilitation, 3-7, 31.

Americans with Disabilities Act (ADA) / competitive employment

The passage of the Americans with Disabilities Act is viewed by many as the forerunner of major employment gains for people with disabilities. Others suggest the Act will lead to increased litigation with only modest employment gains. The field of rehabilitation must participate in creating change so that the reality of ADA becomes a significant increase in employment in the community. Innovative employment models already exist and are being used. But far more needs to be done to improve these models, develop new approaches and use them effectively with the business community. This article discusses how today's competitive employment strategies can be enhanced and linked to tomorrow's employment requirements.

242.
Guidubaldi, John; Perry, Joseph D.; & Walker, Martha (1989).

Assessment strategies for students with disabilities. Journal of Counseling & Development, 68, 160-165.

assessment techniques / transition

Remedial strategies for children and adolescents with disabilities should have their roots in assessment. In this article, the authors discuss improvements in assessment approaches, including new standards for psychological testing, updated and renormed cognitive assessments, and vocational assessments with increased ecological validity. The combined efforts of school psychologists, and school counselors have yielded progress in the technical qualities of assessment and utilization. Through comprehensive and functional assessment, students with disabilities should find the transition from school to work with greater success.

243.
Martella, Ronald C.; Agran, Martin; & Marchand-Martella, Nancy E. (n.d.).

Problem solving to prevent accidents in supported employment. Unpublished manuscript, Utah State University, Logan, UT.

problem solving / supported employment / accident prevention

A problem-solving strategy was used to teach nine individuals in supported employment how to prevent work-related accidents. The problem-solving strategy was taught in two training phases. The first training phase involved the use of cue cards that listed these components: How could an accident happen?; When would an accident be prevented?; Who would you talk to?; and what would you do or say? The second phase involved the withdrawal of the cue cards. Training was conducted with three groups of three participants. The effects of training were evaluated using a multiple baseline design across three groups. Results indicated that all participants used the targeted problem-solving strategy to prevent work-related accidents. In addition, interview and staged generalization assessments in the participant's natural work environments were conducted before, during, and up to 12 weeks after training. In these assessments, situations were presented that were either similar or dissimilar to situations presented in training. Results of both the interview and staged assessments indicated that the participants' newly acquired problem-solving skills generalized to similar and dissimilar situations. Further, problem-solving skills were maintained above baseline levels for 12 weeks after the withdrawal of all training components.

244.
Martella, Ronald C.; Marchand-Martella, Nancy E.; & Agran, Martin (n.d.).

Work-related accident causes: A neglected transitional area. Unpublished manuscript, Utah State University, Logan, UT.

supported employment / accident prevention / employer involvement / surveys

A survey was conducted with a sample of employers to identify and socially validate the potential causes of work-related accidents due to environmental circumstances or employee actions. Employers were asked to rate the seriousness and frequency of different causes of work accidents. Descriptive and correlational methods were used to identify characteristics of the sample respondents and to determine the magnitude of relationships between the seriousness and frequency of accident causes. Results indicated that employers from various industries differentially rated the seriousness and frequency of environmental and employee-related accident causes. Moreover, the ratings of seriousness and frequency did not significantly correlate with one another. The importance of providing training to avoid these potential accident-causing situations is discussed.

245.
Stainback, William ; & Stainback, Susan (Eds.) (1990).

Support networks for inclusive schooling: Interdependent integrated education. Baltimore: Paul H. Brookes Publishing Co.

inclusive education / program development

This book outlines a broad range of strategies for how to implement inclusive education and shows how the respect children learn for each other in the classroom can carry over into the community.

246.
Trochim, William M. K. (1989).

An introduction to concept mapping for planning and evaluation. Evaluation and Program Planning, 12, 1-16.

concept mapping / program evaluation

Concept mapping is a type of structured conceptualization which can be used by groups to develop a conceptual framework which can guide evaluation or planning. In the typical case, six steps are involved: (1) Preparation (including selection of participants and development of focus for the conceptualization); (2) the Generation of statements; (3) the Structuring of statements; (4) the Representation of Statements in the form of a concept map (using multidimentional scaling and cluster analysis); (5) the Interpretation of maps; and, (6) the Utilization of maps. Concept mapping encourages the group to stay on task, results relatively quickly in an interpretable conceptual framework, expresses this framework entirely in the language of the participants, yields a graphic or pictorial product which simultaneously shows all major ideas and their interrelationships, and often improves group or organizational cohesiveness and morale. This paper describes each step in the process, considers major methodological issues and problems, and discusses computer programs which can be used to accomplish the process.

247.
Horvath, Lester J. (1991, October).

Structured case study methodology: Evaluation of outcomes in special education programs. Paper presented at the annual meeting of the American Evaluation Association, Chicago, October, 1991.

Structured Case Study (SCS) / special education / outcomes of education

Structured Case Study (SCS) methodology was developed to overcome the technical and practical problems in existing approaches to measuring special education program outcomes. The system consists of a prepared case study protocol to systematically address a common core of outcome variables. Case evaluators review outcome progress within each case and provide a program rating for each outcome. These ratings are aggregated for program evaluation results. Early use of SCS methodology at the local level has been very promising.

248.
Wolery, Mark; Ault, Melinda Jones; & Doyle, Patricia Munson (1992).

Teaching students with moderate to severe disabilities: Use of response prompting strategies. New York: Longman.

instructional methods / severe disabilities / response prompting procedures

This book is about teaching students with moderate to severe disabilities. It describes how to teach and discusses issues related to organizing instruction and extending its benefits to students' natural environments. The major focus is on a set of strategies called "response prompting procedures," strategies that comprise most of the effective procedures used in teaching students with moderate to severe disabilities. The book includes much of what is known about how to use those strategies; particularly, it systematizes teacher assistance and prompts so that they can be effective instructional tools. The primary purpose of the text is to describe these teaching procedures so that readers will employ them when providing instruction to students with moderate to severe disabilities.

249.
Peoria Educational Region for Employment and Training
P.E.R.F.E.C.T. (n.d.).

Parent/student guide to transition. Peoria, IL: Author.

transition planning / training manual / parent involvement

This transition guide introduces students and parents to available services in Peoria County, Illinois.

250.
National Center for Education Statistics (1991).

Education counts: An indicator system to monitor the nation's educational health. Washington, DC: U.S. Government Printing Office.

educational reform / program evaluation

This document discusses what is required to create those systems that will inform the American people whether education goals and AMERICA 2000 strategy is working. It is organized not around the education goals, or AMERICA 2000 -- although it can serve their ends -- but around enduring questions of how well schools and colleges function, students learn, and communities support education. The report grows from the belief that, if the broad reform movement is to succeed, the United States must develop a comprehensive education indicator information system capable of

monitoring the health of the enterprise, identifying problems, and illuminating the road ahead. Without such a system, reform cannot be sustained because, lacking a reliable means of charting progress, it will have to rely on inadequate data and poorly conceived analyses.

251.
Internal Research Associates (1989).

Improving social skills: A guide for teenagers, young adults, and parents. McLean, VA: Author.

social skills / curriculum / learning disabilities

The goal of this curriculum is to provide young adults with learning disabilities and their parents with a guide for learning and teaching needed social skills for leading an independent life. The first six chapters deal with basic, yet specific, social skills. Chapter 1 discusses how surroundings affect behavior and how changes can be made in the home and community environment to help the young adult succeed. Chapter 2 discusses communication skills necessary for success. Chapter 3 deals with understanding oneself and making decisions. Chapter 4 offers suggestions on following directions. Chapter 5 focuses on solving problems. Mechanisms for coping with frustration and conflict are presented in Chapter 6. The final two chapters are intended as extensions and applications for the first six: Chapter 7 discusses investigating employment opportunities, while Chapter 8 looks at investigating options for after high school.

252.
Searcy, Sheri (Ed.) (1988).

Teaching social skills to young children: A parent's guide. Washington, DC: National Information Center for Children and Youth with Handicaps, Learning Disabilities Project.

social skills / curriculum / learning disabilities

This curriculum provides parents with a guide for teaching their young learning disabled children needed social skills and addresses related behavior problems in the context of a typical home life.

253.
Schneck, Gerald R.; & McCray, Paul M. (Eds.) (1991).

Vocational diagnosis and job placement of severely challenged workers. Tucson, AZ: RPM Press, Inc.

vocational evaluation / job placement / severe disabilities

The purpose of this handbook is to expand the range of employment opportunities available to severely challenged persons. The book has been specifically designed to serve as a "working tool" for vocational rehabilitation counselors, rehabilitation facility personnel, state agency staff, supported employment specialists, job placement professionals, special educators, vocational evaluators, paraprofessional support staff, and others involved in providing job training or placement services to persons with disabilities.

The handbook is divided into four sections. Less experienced counselors seeking information on how to enhance their counseling and placement skills will find Section 1 of primary interest. Individuals involved in providing direct job training services will find Section 2 most relevant to their work. Those interested in identifying and accessing new funding sources to support their vocational training and job-placement activities will find Section 3 of major interest. It focuses on relatively specialized service funding strategies that can be used in certain circumstances to help fund needed short- and long-term vocational training services. Section 4 contains a collection of useful forms that will aid the assessment and placement process with severely challenged workers.

254.
Posthill, Suzanne M.; & Roffman, Arlyn J. (1991).

The impact of a transitional training program for young adults with learning disabilities. Journal of Learning Disabilities, 24(10), 619-629.

learning disabilities / outcomes of education / Massachusetts / vocational training / independent living

A study was conducted in 1988-1990 at Lesley College's (Cambridge, Massachusetts) Threshold Program, one of the few campus-based, comprehensive transition programs in the country for young adults with learning disabilities functioning in the low-average intellectual range. The goal of the study was to assess the ability of program graduates from the classes of 1984 to 1987 to successfully manage the demands of independent living and competitive employment after intensive training in Threshold's 2-to 3-year program. From a total of 71 graduates contacted, 45 participated in the study, including 34 females and 11 males. The subjects ranged in age from 21 to 31 with the average age being 24. Information was gathered from all subjects through written questionnaires and personal or telephone contact. Small-group interviews were conducted with a sample of eight subjects.

Factors contributing to the stability of competitive employment and independent living, support systems most commonly used, and specific impacts of the Threshold program on the lives of its graduates were studied. The data revealed that 61% of the respondents were currently employed in one of Threshold's fields of training, 52% had held their jobs for at least one year, and 41% (excluding cohort '87) held their jobs for at least two years.

Seventy-five percent were living independently and 84% of those had maintained an apartment for more than one year. Subjects found compatibility with roommates and money management to be the biggest challenges. They perceived themselves as quite independent and felt they would not be as successful without the opportunity of this program model.

255.
Campbell, Joseph F. (1991).

The consumer movement and implications for vocational rehabilitation services. Journal of Vocational Rehabilitation, 1(3), 67-75.

self-advocacy / vocational rehabilitation / psychiatric disabilities

This article challenges human service organizations to empower consumers by involving them at all levels of service-delivery systems. Historically, professional staff have held the dominant role, but this is changing. A powerful consumer movement of people with psychiatric disabilities is spreading across the United States. The potential impact of this consumer revolt is best understood in the context of the more general consumer movement, which, over three decades, has changed how America does business.

The author outlines the rise of consumerism in the United States and draws parallels to the evolving consumer movement of people with psychiatric disabilities. Management gurus and leaders in the psychiatric consumer movement are quoted with examples of consumer involvement to support the author's contention that people with psychiatric disabilities themselves must play a dominant role in the development and delivery of services.

256.
Black, James W.; & Meyer, Luanna H. (1992).

But ... is it really work? Social validity of employment training for persons with very severe disabilities. American Journal on Mental Retardation, 96(5), 463-474.

supported employment / social validation / severe disabilities / Vocational Rating Scale

The subjective judgments of "significant others" toward employment training for persons with very severe disabilities were investigated. Six respondent groups (n=188) rated videotape samples of employment training of four students with mild to profound disabilities. Ratings were analyzed for group by student disability level effects. Results indicated that all respondent groups had more positive evaluations of those students with mild versus severe to profound disabilities, although mean ratings at all levels of disability tended to be positive. A sizable

percentage of the total sample expressed positive judgments of employment for even students with the most severe disabilities.

257.
McGrew, Kevin S.; Bruininks, Robert H., Thurlow, Martha L.; & Lewis, Darrell R. (1992).

Empirical analysis of multidimensional measures of community adjustment for young adults with mental retardation. American Journal on Mental Retardation, 96(5), 475-487.

Inventory for Client and Agency Planning (ICAP) / community integration

Confirmatory factor-analysis procedures were used to evaluate multidimensional measures of community adjustment in a sample of 239 young adults with mild to severe mental retardation. Alternative measurement models were evaluated in one-half of the sample, with the final model crossvalidated in the second half of the sample. The final crossvalidated model was also evaluated as a function of level of retardation. Evidence was found for at least six broad dimensions of community adjustment when combined with other multidimensional research findings. The measurement of one dimension varied as a function of degree of retardation. Use of validated multidimensional measures of community adjustment in future research studies was discussed.

258.
Anderson, Deborah J.; Lakin, K. Charlie; Hill, Bradley K.; & Chen, Tsuey-Hwa (1992).

Social integration of older persons with mental retardation in residential facilities. American Journal on Mental Retardation, 96(5), 488-501.

social integration / residential facilities / older adults

The findings from a study of the social integration of a national sample of 370 older persons with mental retardation were reviewed. Subjects were selected from a national sample of all facilities owned, operated, or licensed by developmental disabilities agencies having one or more persons 63 years of age or older with mental retardation (N=235). Facilities included foster care, small group homes (3 to 15 residents), large private facilities, and large state-operated facilities. Information was obtained on resident activities and relations considered to be indicators of social integration through extensive questionnaires completed by primary caregivers. Comparisons of the differences in community integration among residents living in different types of residential facilities are presented. The relative contribution of individual and facility characteristics to the social integration of older persons with mental retardation was explored with hierarchical multiple-regression analysis.

259.
Unger, Karen V.; Skrinar, Gary S.; Hutchinson, Dori S.; & Yelmokas, Ann M. (1992).

Fitness: A viable adjunct to treatment for young adults with psychiatric disabilities. Psychosocial Rehabilitation Journal, 15(3), 21-28.

psychiatric disabilities / exercise

The role of physical illness as a factor of mental illness and the positive effects of exercise on psychological functioning are examined. A study of six persons who participated in a fitness program as an adjunct to an existing psychoeducational program is discussed. Methodology, description of the students, results, and personal responses to the fitness program are described. Outcomes include a slight decrease in body fat and an increase in cardiovascular fitness as measured by oxygen intake. Although a formal measure of self-esteem did not show changes over the course of the study, students report positive attitude changes. An exercise compliance rate of 81% and improved fitness indicate that persons with severe psychiatric disabilities will participate in and can benefit from an exercise program.

260.
Deegan, Patricia E. (1992).

The independent living movement and people with psychiatric disabilities: Taking back control over our own lives. Psychosocial Rehabilitation Journal, 15(3), 3-19.

psychiatric disabilities / independent living / self-determination

This paper explains what the Independent Living Movement could mean for people with psychiatric disabilities. Using the story of a young man's efforts to move out of a chronic care institution to his own apartment, the author shows independent living to be a grassroots movement of people with disabilities, a "lived philosophy" that grew out of the experience of people learning to take back control over their lives and the resources that affect their lives, and consumer-controlled service delivery and advocacy centers. It is argued that although Independent Living was first developed for and by people with physical disabilities, the principles of Independent Living can work for people with psychiatric disabilities seeking to regain control over their own lives. Specific suggestions for developing programs for people with psychiatric disabilities are given. These have been piloted through a program at the Northeast Independent Living Program in Lawrence, Massacusetts.

261.
Farley, Roy C.; Bolton, Brian; & Parkerson, Sandra (1992).

Effects of client involvement in assessment on vocational development. Rehabilitation Counseling Bulletin, 35(3), 146-153.

vocational evaluation / client involvement

An evaluation of two structured programs designed to involve consumers in the vocational evaluation process indicated that the combination of the two programs enhanced vocational development.

262.
Hershenson, David B. (1992).

Conceptions of disability: Implications for rehabilitation. Rehabilitation Counseling Bulletin, 35(3), 154-160.

vocational rehabilitation / rehabilitation counseling / disability awareness

When the client, the counselor, and individuals in the client's relevant environments hold differing conceptions of disability, and hence conflicting expectations of the rehabilitation process, the process may be impeded. An approach to conceptualizing this potential problem is proposed, using Hershenson's model of faith, logic, and power as successive explanatory principles in Western culture.

263.
Nosek, Margaret A.; Zhu, Yilin; & Howland, Carol A. (1992).

The evolution of independent living programs. Rehabilitation Counseling Bulletin, 35(3), 174-189.

independent living programs (ILP) / surveys

Independent living programs were surveyed in 1986 and 1988 to examine characteristics of staff and their training, board of directors, funding, service delivery, and consumers.

264.
Nosek, Margaret A.; Davidson, Kevin; Zhu, Yilin; & Howland, Carol A. (1992).

Relationship between compliance with federal standards for independent living centers and diversity and amount of funding. Rehabilitation Counseling Bulletin, 35(3), 190-199.

independent living center (ILC) model / funding

The effects on funding of standardizing the independent living center (ILC) model were examined. More programs tended to become compliant over time, but funding also became more diverse, regardless of whether programs complied with federal standards.

265.
Goldberg, Richard T. (1992).

Toward a model of vocational development of people with disabilities. Rehabilitation Counseling Bulletin, 35(3), 161-173.

career development / research synthesis

A review of studies suggested that people with acquired disabilities tended to choose occupations consistent with predisability plans. In comparison, people with congenital or developmental disorders tended to choose occupations consistent with parental aspirations and social class.

266.
DeStefano, Lizanne; & Stake, Robert E. (1990).

Needed research on evaluation: Approaching it from the context of transition programs for handicapped adolescents. Studies in Educational Evaluation, 16, 197-207.

program evaluation / transition / policy analysis

Using the context of federally funded transition programs in the U.S. as representative of social action programs, the authors present research questions and concerns for improving evaluations.

267.
Hughes, Charles A.; Schumaker, Jean B. (1991).

Test-taking strategy instruction for adolescents with learning disabilities. Exceptionality, 2, 205-221.

learning disabilities / test-taking strategies

The purpose of this investigation was to design and evaluate the effects of teaching a comprehensive test-taking strategy to adolescents with learning disabilities. The strategy, which comprised a carefully sequenced set of cognitive and overt behaviors designed for the test-taking task, was taught to six secondary students using a seven-stage instructional methodology including description, modeling, verbal rehearsal, initial practice, advanced practice, posttesting, and generalization. The authors employed a multiple-probe across-subjects design to assess the students' acquisition of the strategy. Increases in the students' use of the strategy corresponded to their participation

in instruction. Follow-up probes indicated that the students maintained their use of the strategy for up to 11 weeks after instruction was terminated. Permanent-product evidence indicated that all six students applied the strategy while taking tests in selected mainstream classes, and their test grades in those classes were higher after test-taking strategy instruction than before the instruction. This study demonstrates that students with learning disabilities can learn to apply a comprehensive test-taking strategy in a generative way to contrived tests and mainstream class tests.

268.
Menchetti, Bruce M. (1991).

Social climate of successful supported employemnt settings. In Fry, R. (Ed.), Fifth national forum on issues in vocational assessment: The issues papers (pp. 291-295). Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Materials Development Center.

ecology of the workplace / vocational evaluation / supported employment

The ecological vocational evaluation perspective emphasizes the importance of assessing the ecology or social climate of the workplace in order to facilitate a good match between individuals with severe disabilities and jobs in the community. Ecological variables that have been included in assessing the social climate or "personality" of work settings are: (a) personal-relationship dimensions such as involvement, cohesion, and support; (b) personal-growth or goal-orientation dimensions such as worker autonomy, task orientation, and work presure; and, (c) systems or organizational dimensions such as work clarity, innovation, and physical comfort. Little research is available, however, to suggest whether successful supported employment settings have a different social climate or personality than other work sites. This exploratory study examined the workplace ecology of four North Florida settings which have successfully employed an individual with moderate mental retardation through the supported employment model.

269.
Bruck, Margaret (1987).

The adult outcomes of children with learning disabilities. Annals of Dyslexia, 37, 252-261. Baltimore: The Orton Dyslexia Society.

learning disabilities / outcomes of education

This chapter reviews the results of four follow-up studies of learning disabled children. A comparison of results among the studies and of analyses of individual variation within the studies suggests some factors associated with long-term outcomes. It is argued that in many cases learning disabilities are not a lifelong handicapping condition, especially if adequate treatment is provided during childhood.

270.
Aune, Elizabeth; Johnson, Donna; Baggett, David; Aase, Susan; Carlson, Susan; & Kroeger, Sue (1992).

Career development and employment for college students and graduates with disabilities: An annotated bibliography. Minneapolis: University of Minnesota, Career Connections Office for Students with Disabilities; and Amherst: University of Massachusetts, Project I CAN, Center for Counseling and Academic Development. (Comp. No. 84.078C - OSERS File No. 291 & 305)

career development / postsecondary education / literature review

This bibliography represents a joint effort between two projects funded by the U.S. Department of Education -- Career Connections at the University of Minnesota and Project I CAN at the University of Massachusetts. Both projects are committed to developing career potential and employment prospects for college students with disabilities. Staff from each project conducted a literature search related to career development and employment of people with disabilities and the professional development of those who provide career-related services. The following criteria were used to select articles for review: must focus on college students or college graduates with disabilities rather than high school graduates; must address professional-level employment rather than unskilled or entry-level occupations; and must be published no earlier than 1988.

271.
Stainback, Susan; & Stainback, William (Eds.) (1992).

Curriculum considerations in inclusive classrooms: Facilitating learning for all students. Baltimore: Paul H. Brookes Publishing Co.

inclusive education / curriculum

This text focuses on how to promote inclusive education by designing, adapting, and delivering curriculum in general education classrooms. The volume draws on the experiences of innovators in schools in the United States and Canada in revealing how every school can become a place where all students are welcomed and can be educationally enriched. The goal of inclusive schools is to ensure that all students, including those who have been labeled

severely disabled, chronically disruptive, typical, gifted, or at risk, are accepted and included as equal members of the school community.

272.
Menchetti, Bruce M.; English, R. William; Burkhead, E. Jane; Leach, Robin; & Johnson, Kurt L. (1991).

Policy report: A follow-up study of young adults with disabilities in Florida. Tallahassee: Florida State University, College of Education, Center for Policy Studies in Education,

follow-up studies / Florida / community integration

The purpose of this final research report was to present findings and offer recommendations from a just completed family survey on the community transition of young adults with disabilities in Florida. The report is organized into six brief sections, the first of which is the introduction. Section two, on research procedures, establishes that the study a credible applied research effort through a brief description of two theoretical models that influenced question construction and an overview of the sampling procedures used. Sections three through five correspond to three sequential phases of transition. That is, section three presents findings and recommendations about the secondary special education experiences of young adult Floridians with disabilities. Section four reports findings and recommendations about the "planning" phase of transition. Section five presents findings and makes recommendations about the community adjustment of young adults with disabilities who recently left special education, emphasizing employment, independent living, and public assistance. Section six is a brief conclusion that includes a selected bibliography of readings related to community transition of persons with disabilities. Finally, Appendix A contains the survey research questionnaire.

273.
Clune, William H. (1991).

Systemic educational policy. Madison: University of Wisconsin-Madison. Robert M. La Follette Institute of Public Affairs. (ERIC Document Reproduction Service No. ED 340 097)

educational reform / policy analysis

Issues in systemic educational policy are discussed in this paper, with a focus on improving student achievement. First, the limitations of the current educational policy as a means to improve student achievement are described, and a conceptual framework for systemic educational policy is presented. The advantages and disadvantages of centralized instructional guidance are discussed next, followed by descriptions of systemic policy models from South

Carolina, California, Connecticut, New York State, and the City of Chicago. The next part examines the roles of decentralization and choice initiatives, and concludes with thoughts about the interplay between centralized policy and school level innovation in a systemic reform strategy.

274.
Trochim, William M. K. (1989).

Concept mapping: Soft science or hard art? Evaluation and Program Planning, 12, 87-110.

concept mapping

In this article, the scientific side of concept mapping is viewed as "soft science" and the artistic one as "hard art." This distinction implies that the process has some qualities of both, and probably does not fall exclusively within either's domain.

275.
Trochim, William M. K.; & Linton, Rhoda (1986).

Conceptualization for planning and evaluation. Evaluation and Program Planning, 9, 289-308.

structured conceptualization

A general model for conceptualization methods is presented along with considerations for implementation. Some general implications of conceptualization methods for planning and evaluation are discussed.

276.
Villa, Richard A.; Thousand, Jacqueline S.; Stainback, William; & Stainback, Susan (Eds.) (1992).

Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools. Baltimore: Paul H. Brookes Publishing Co.

inclusive education / school restructuring

This text provides strategies for responding to the unique needs of each learner and providing integrated classroom environments at the elementary and secondary levels. It includes detailed methods for planning, implementing, and evaluating a classroom where instructional practices accommodate all children, regardless of background or level of ability. Case studies of six schools are included.

277.
Stainback, Susan; Stainback, William; & Forest, Marsha (Eds.) (1989).

Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes Publishing Co.

inclusive educaiton / school restructuring

This book provides an approach to modifying, expanding, and adjusting regular education to meet the needs of all students, as an expected practice. Practical strategies, precise guidelines, and implementation procedures show how all students -- whether labeled gifted, "normal," or disabled -- can excel educationally and socially within a regular classroom.

278.
Sargent, Laurence R. (1991).

Social skills for school and community: Systematic instruction for children and youth with cognitive delays. Reston, VA: The Council for Exceptional Children, Division on Mental Retardation.

social skills / curriculum

Teaching social skills is an important and often neglected aspect of instruction provided to slow learning children and youth. This manual presents a rationale for teaching social skills, a broad perspective on social competence, and methods and content for teaching social skills. The remaining sections contain procedures for direct instruction of social skills and 100 sample lessons.

279.
Lagomarcino, Thomas R.; & Rusch, Frank R. (1989).

Utilizing self-management procedures to teach independent performance. Education and Training in Mental Retardation, 24, 297-305.

self-control training / community integration

This study investigated the effects of a self-management training package on the work performance of a student with profound mental retardation within a community employment setting. The findings indicated that the self-management procedures, in conjunction with a changing performance criterion, increased the number of steps that the student was able to perform independent of external supervision. Maintenance probes indicated that the student was able to maintain his work behavior and the accuracy with which he self-managed his behavior. A four-step model for teaching persons with severe handicaps to manage their own behavior is suggested as a result of this investigation. These findings

suggest further study of self-management procedures to promote independence.

280.
Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy (1983).

Making the grade: A report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. (Background paper by Paul E. Peterson). The Twentieth Century Fund, Inc.

public schools / educational reform

This book evaluates U.S. elementary and secondary education policy and makes recommendations for new policy.

281.
Education Commission of the States. Task Force on Education for Economic Growth (n.d.).

Action for excellence. Washington, DC: Author.

educational reform

This action plan from the National Task Force on Education for Economic Growth differs from other national commission reports in several ways:

1. It is put forth with a sense of urgency that focuses on improval of education in America as crucial to national survival.
2. It calls for action by the states and by local communities.
3. It concentrates on the nation's public schools and the years from kindergarten through twelfth grade.
4. It calls for new alliances among educators, school systems, and many other groups in America to create a new ethic of excellence in public education.
5. It calls not for quick fixes, but for deep and lasting change.
6. Finally, it report represents the midpoint, not the end, of the work of the Task Force.

282.
National Commission on Excellence in Education (1983).

A nation at risk: The imperative for educational reform. Washington, DC: U.S. Government Printing Office.

educational reform

The Commission was charged with the following tasks:

1. assessing the quality of teaching and learning in the nation's public and private schools, colleges, and universities;
2. comparing American schools and colleges with those of other advanced nations;
3. studying the relationship between college admissions requirements and student achievement in high school;
4. identifying educational programs that results in notable student success in college;
5. assessing the degree to which major social and edcucational changes in the last quarter century have affected student achievement; and
6. defining problems that must be faced and overcome in order to successfully pursue the course of excellence in education.

283.
Wong, Daniel W.; Chan, Fong; Gay, Dennis A.; Ho, Chalong; & Hattori, Kanetoshi (1992).

Toward the development of a second generation computerized job-matching system for persons with disabilities: A conceptual framework. Journal of Rehabilitation, 58(1), 70-77.

job matching / computers

Recently, rehabilitation researchers have identified a number of problems with current Dictionary of Occupational Titles (DOT)-based computerized job-matching systems. These DOT based systems tend to utilize a straightline search and employ rigid cut-off scores in job selection for people with disabilities. This method yields profiles without considering the adaptability of individual clients and the possibilities of job modification and accommodation. Consequently, they do not take advantage of the wealth of clinical knowledge developed by experienced rehabilitation professionals. Most of these systems are overly concerned with the "person-job requirements fit" aspects and basically overlook the "person-job environment fit" needs.

As an alternative, this paper presents a conceptual framework for developing a second-generation computerized job-matching system. Utilizing some common elements from the current literature on artificial intelligence, the authors conceptualized a knowledge-based (expert) job-matching system capable of reasoning, making decisions as would a vocational expert, learning from cumulative job matching experience, and handling ambiguous data commonly found in real-life job-matching situations. The conceptualized system uses "fuzzy set" mechanisms to maximize the amount of information available for a successful job search.

284.
DeLoach, Charlene P. (1992).

Career outcomes for college graduates with severe physical and sensory disabilities. Journal of Rehabilitation, 58(1), 57-63.

outcomes of education / postsecondary education / severe disabilities

Individuals with severe disabilities who had graduated from the University of Illinois from 1948 to 1988 were surveyed to assess their current employment status. At the time of the survey, 418 participants were employed, 32 retired, and 54 unemployed. Chi-square analysis revealed no significant relationship between disability type and employment status. A significant relationship was discovered between disability type and occupational field (p=.05). According to the results of this survey, the majority of persons with severe disabilities with a college education were successful at obtaining employment in diverse occupational fields and many continued to work 30 and 40 years after obtaining their degrees.

285.
Szymanski, Edna Mora; & Danek, Marita M. (1992).

The relationship of rehabilitation counselor education to rehabilitation client outcome: A replication and extension. Journal of Rehabilitation, 58(1), 49-56.

rehabilitation counseling / personnel preparation

The topic of this research was the relationship between level of rehabilitation counselor education and rehabilitation client outcome in the state-federal vocational rehabilitation program. Participants were 100 Maryland Division of Vocational Rehabilitation (DVR) counselors and the clients whose cases they closed during the fiscal year from October 1, 1988 to September 30, 1989. An aptitude-treatment-interaction statistical design was used to examine pairwise comparisons among counselors with master's degrees in rehabilitation counseling (MRCs), counselors with related master's degrees (RMs), and those with unrelated bachelor's or master's degrees (UBMs). The potential interactive relationship of level of counselor education and years of work experience was taken into consideration. An alpha level of .10 was used to raise statistical power to an acceptable level despite the small sample size. MRCs were found to have higher rates of competitive outcomes for clients with severe disabilities and to be more cost efficient in their service to these individuals when compared with their UBM colleagues.

286.
Neubert, Debra A.; & Krishnaswami, Uma (1992).

Supported employment programs in Maryland: Personnel issues and training needs. Journal of Rehabilitation, 58(1), 43-48.

supported employment / personnel preparation / Maryland

This article presents the results of a survey of supported employment programs under the umbrella of a federally funded statewide systems change project in Maryland. Current and projected personnel needs are detailed as well as educational backgrounds of personnel, and training needs in rehabilitation, special education, and supported employment. Additionally, collaborative programs and linkages are discussed between supported employment service providers and school systems. Implications are drawn for university personnel preparation programs.

287.
Simmons, Thomas; & Flexer, Robert (1992).

Business and rehabilitation factors in the development of supported employment programs for adults with developmental disabilities. Journal of Rehabilitation, 58(1), 35-42.

supported employment / employer involvement

The roots and relationships of supported employment are traced relative to the traditional sheltered workshop model. Supported employment is described as an approach that meets the needs of the consumer and the employer. The duality of the approach is addressed through an explanation of the business approaches available through supported employment. Employer disincentives/incentives are described through a marketing perspective that addresses the misconceptions involved in hiring of persons with disabilities. The article emphasizes that most persons with disabilities can work in the community, and employers can be brought into the process if communication with business-oriented concepts are coupled with incentive programs that support the individual.

288.
Hagner, David; Rogan, Pat; & Murphy, Stephen (1992).

Facilitating natural supports in the workplace: Strategies for support consultants. Journal of Rehabilitation, 58(1), 29-34.

natural supports / program development

The purpose of this article was to examine some aspects of the traditional job coach model of supported employment that ignore or impede the formation of social relationships between supported employees and their co-workers and supervisors. Alternative strategies are offered, using a support consultant approach, in order to maximize the social inclusion of supported employees and the development of natural support systems. The strategies discussed include (a) using typical strategies to secure jobs, (b) building opportunities for interaction into the design of supported jobs, (c) adopting a consultant role with business, (d) working with established procedures for employee training, (e) learning the

informal culture of the workplaces, and (f) assisting in the identification of common interests among workers. Specific examples of each strategy are offered.

289.
Roessler, Richard T.; Schriner, Kay Fletcher; & Price, Patricia (1992).

Employment concerns of people with head injuries. Journal of Rehabilitation, 58(1), 17-22.

follow-up studies / traumatic brain injury (TBI)

In a 10-state study, 1,052 people with head injuries completed the Employment Concerns Questionnaire. Respondents were primarily young adults (66% males) who had experienced a closed head injury. Approximately seven years post-injury, most of the participants were unemployed (70%) and reported multiple symptoms affecting their vocational and social functioning. While they considered employment services very important, respondents were not satisfied with the availability and quality of specific preparation, placement, and postemployment services. Policy and practice changes are needed to address gaps in employment services for people with head injuries.

290.
Andrews, Howard; Barker, Joan; Pittman, John; Mars, Larry; Struening, Elmer; & LaRocca, Nicholas (1992).

National trends in vocational rehabilitation: A comparison of individuals with physical disabilities and individuals with psychiatric disabilities. Journal of Rehabilitation, 58(1), 7-16.

physical disabilities / psychiatric disabilities / vocational rehabilitation

The Rehabilitation Act of 1973 mandated improved access to services in the state-federal vocational rehabilitation system for individuals with severe disabilities. Use of a 10% national sample of all case closures during the period 1977-1984 revealed that this mandate was being implemented: the percentage of all case closures who were severely disabled increased during the study period, both among individuals with physical disabilities and among individuals with psychiatric disabilities. However, on many indicators of change over time, there was marked disparity between individuals with severe physical disabilities and individuals with severe psychiatric disabilities. A key finding is that among individuals with severe physical disabilities there was a 19.9% increase between 1977 and 1984 in the number who obtained employment in the competitive labor market, while among individuals with severe psychiatric disabilities, there was a 3.4% decrease.

291.
Rusch, Frank R.; Wilson, Philip G.; Hughes, Carolyn; & Heal, Laird W. (n.d.).

Interactions of persons with severe mental retardation and their nondisabled co-workers in integrated work settings. Unpublished manuscript, University of Illinois at Urbana-Champaign.

co-worker involvement / social skills

This investigation matched 23 workers with severe mental retardation to 23 workers without disabilities by job type and minimal duration of employment (at least 6 months) to determine if co-worker relations differed between the two groups of employees. Results indicated that, compared to workers with severe mental retardation, nondisabled workers were more likely to receive information, to receive training, and to interact as friends outside the workplace.

292.
O'Reilly, Mark F.; & Chadsey-Rusch, Janis (n.d.).

Teaching a social skills problem-solving approach to workers with mental retardation: An analysis of generalization. Unpublished manuscript, University of Illinois at Urbana-Champaign.

social skills / generalization

The effectiveness of a social skills problem-solving approach to teach question-asking to workers with mental retardation was examined. The components of the strategy were trained individually to participants. Generalization across settings and participants was assessed once persons reached the training criterion on each component of the social skills process. Experimental control was demonstrated using a multiple baseline across participants. All participants evidenced generalization across settings and persons and maintained the skills at a one-month follow-up.

293.
Menchetti, Bruce M.; & Rusch, Frank R. (1988).

Reliability and validity of the vocational assessment and curriculum guide. American Journal on Mental Retardation, 93(3), 283-289.

Vocational Assessment and Curriculum Guide (VACG) / vocational training

Test-retest reliability, internal consistency, and validity of the Vocational Assessment and Curriculum Guide (VACG) with subjects having different employment characteristics was investigated. The VACG, a behavior rating scale comprised of eight vocational and

social skill domains, was designed to assist in the development of employment training programs for persons with mental retardation and other disabilities. Test-retest coefficients ranged from -.69 to .96 (mean = .79). Internal consistency, estimated by coefficient alpha, ranged from .59 to .91 (mean = .76) for VACG domain scores. The alpha coefficient for the total test score was .95. Empirical validation results suggest that domain scores differentiated between subjects with mental retardation having only sheltered work experiences and those who were employed successfully in the competitive labor force.

294.
Lagomarcino, Thomas R.; & Rusch, Frank R. (in press).

An analysis of the reasons for job separations in relation to disability, placement, job type, and length of employment. American Journal on Mental Retardation.

job retention / severe disabilities

Persons with severe disabilities separate from their jobs for a number of reasons, including disability level, placement model (individual vs. group), job type, and length of employment. This study addresses positive reasons for separating as well as those typically reported in the literature. The authors' results suggest that disability level, job type, and length of employment are factors in job separations, and level of disability, type of placement, and job type are significantly related to positive job separation.

295.
Lagomarcino, Thomas R.; Hughes, Carolyn; & Rusch, Frank R. (1989).

Utilizing self-management to teach independence on the job. Education and Training of the Mentally Retarded, 24, 139-148.

self-control training / supported employment

This paper presents a model that job coaches may use to teach self-management to employees with severe disabilities in order to promote independent performance in supported employment settings. The model is based upon an emerging literature demonstrating that supported employees can learn to assume responsibility for their own work behavior. The individual steps of the model include: (a) identifying the problem through evaluation; (b) verifying the problem through observation; (c) establishing a range of acceptable behavior; (d) assessing the work environment for naturally occurring stimuli and reinforcers; (e) selecting self-management procedures; (f) training self-management skills by withdrawing external assistance; and (g) evaluating the effects of self-management.

296.
McCrory, Dennis J. (1991).

The rehabilitation alliance. Journal of Vocational Rehabilitation, 1(3), 58-66.

vocational rehabilitation / psychiatric disabilities

The rehabilitation alliance refers to the mutual respect, trust, and seriousness of purpose that are essential for relationships that plan and support coordinated treatment-rehabilitation programming. In-depth discussion of the relationship between client and practitioner and among members of the rehabilitation team is presented. Special mention is made of the vocational dimension of the rehabilitation process and the vocational rehabilitation practitioner as a member of the team.

297.
DeStefano, Lizanne (1990).

Evaluation of outcomes in transition programs. IMPACT, 3(3), 12, 18.

program evaluation / transition

Program evaluation of transition model projects suggests that (a) evaluation stakeholders, (b) transition outcomes, and (c) program effectiveness may influence the design, timing, reporting, and ultimate utility of evaluation.

298.
Collet-Klingenberg, Lana; & Chadsey-Rusch, Janis (1991).

Using cognitive-process approach to teach social skills. Education and Training in Mental Retardation, 26, 258-270.

vocational training / cognitive-process approach / social skills

The effects of a cognitive-process approach to teaching appropriate responses to criticism were assessed across three individuals with moderate mental retardation who were receiving vocational training. A multiple-baseline design across two of the participants, and a multiple-baseline design across components of the process approach for the third participant were used to evaluate intervention effects. Generalization measures were gathered across untrained stimuli and settings. Results indicated that two participants learned this cognitive-process approach and successfully generalized their behavior across untrained stimuli. Results are discussed with respect to the viability of using a cognitive-process approach to teach employment-related social skills to individuals with mental retardation.

299.
Chadsey-Rusch, Janis; Rusch, Frank R.; & Phelps, L. Allen (1988).

Epilogue: Analysis and synthesis of transition issues. In J. Brown & D. Berkell (Eds.), Transition from school to work for persons with disabilities (pp. 227-241). New York: Longman, Inc.

transition / policy analysis

In this concluding chapter, the authors synthesize some of the most pressing issues and problems in transition, including the context of transition, collaboration processes, and the employment component.

300.
Chadsey-Rusch, Janis; DeStefano, Lizanne; O'Reilly, Mark; Gonzalez, Patricia; & Collet-Klingenberg, Lana (1992).

Assessing the loneliness of workers with mental retardation. Mental Retardation, 30(2), 85-92.

Worker Loneliness Questionnaire / self-perception

This study was designed to determine whether a reliable instrument could be developed to measure the loneliness experienced by workers with mental retardation. Supervisors were asked to rate subjects on loneliness and four other behavioral subtypes in order to determine whether there was a relation between these ratings and the loneliness questionnaire. Three groups of subjects were assessed: persons with mild, moderate, and severe mental retardation. Results indicated that the Worker Loneliness Questionnaire was a reliable instrument for use with persons with mild and moderate mental retardation. In addition, the results showed that some individuals were lonely; however, this was not a pervasive feeling. The implications for measuring the self-perceptions of individuals with mental retardation are discussed.

301.
Levy, Joel M.; Jessop, Dorothy Jones; Rimmerman, Arie; & Levy, Philip H. (1992).

Attitudes of Fortune 500 corporate executives toward the employability of persons with severe disabilities: A national study. Mental Retardation, 30(2), 67-75.

employer attitudes / severe disabilities

Executives (N=341) responsible for hiring decisions in Fortune 500 industrial and service corporations returned a mail questionnaire measuring their attitudes toward persons with severe disabilities and their employability. Responses indicated that

favorable attitudes toward persons with disabilities and their employability, both in terms of advantages for the individual and absence of disadvantages for others in the work setting. Significant differences in attitudes were found among subgroups of executives. Executives who had contact with persons with disabilities in the corporate work world had more positive attitudes than did executives who did not have such experiences.

302.
Foxx, R. M.; & Faw, Gerald D. (1992).

An eight-year follow-up of three social skills training studies. Mental Retardation, 30(2), 63-66.

social skills / follow-up studies

An 8-year follow-up of the maintenance of social skills training effects was conducted. Nine subjects from previously published studies that targeted general/social, social/vocational, and social/sexual skills were retested in role play or interview/simulation generalization assessments. The follow-up tests revealed that five subjects' correct responding was maintained well above their pretrained or baseline levels, and three responded above their posttest levels. Increases in an untargeted response, number of words per response, were maintained for most of the subjects whose percentage correct responding was maintained. The results suggest that some individuals display enduring situation-specific social responding.

303.
Martin, James E.; & Rusch, Frank R. (1987).

Use of partial-sequential withdrawal design to assess maintenance of mentally retarded adults' acquired meal preparation skills. Research in Developmental Disabilities, 8, 389-399.

behavior modification / meal preparation

This study was presented as a follow-up to an earlier, fully controlled acquisition study in which three mentally retarded adults had learned to use sequenced picture recipe cards to prepare breakfast and dinner meals. Immediately following the acquisition demonstration, instructional components and trainers were partially-sequentially withdrawn. Reliable self-reports from the subjects and their mentally retarded roommates were established prior to trainer withdrawal. The self-report method provided a means to assess performance following the withdrawal of trainers. Performance was maintained during a 10-month period.

304.
White, Stephen; & Bond, Michael R. (1992).

Transition services in large school districts: Practical solutions to complex problems. Teaching Exceptional Children, 24(4), 44-47.

transition / Montana

This article reviews the efforts of two major school districts in the Intermountain West to meet the diverse needs of exceptional students in transition. Key components of effective school-based transition services are identified.

305.
Meers, Gary D. (1992).

Getting ready for the next century: Vocational preparation of students with disabilities. Teaching Exceptional Children, 24(4), 36-39.

Americans with Disabilities Act (ADA) / transition

This article describes the new ADA legislation and its relationship to vocational preparation of students with disabilities.

306.
Baumeister, Mary; & Morris, Randall K. (1992).

Rural delivery model for vocational education. Teaching Exceptional Children, 24(4), 40-43.

rural areas / vocational education

This article is one in a series of three articles on life options for people with disabilities. Black Hills Special Services Cooperative (BHSSC), an intermediate education agency located in western South Dakota, provides innovative and model practices for serving individuals with disabilities in a rural, sparsely populated area. A sampling of some of the vocational program services that have developed in response to school and student needs in the area is reviewed.

307.
Fuchs, Lynn S.; Fuchs, Douglas; & Hamlett, Carol L. (1992).

Computer applications to facilitate curriculum-based measurement. Teaching Exceptional Children, 24(4), 58-60.

curriculum-based measurement (CBM) / computers

This article investigates how computer applications can facilitate CBM implementation and enhance its effectiveness.

308.
Mest, Grace M. (1988).

With a little help from their friends: Use of social support systems by persons with retardation. Journal of Social Issues, 44(1), 117-125.

self-perception / social support systems

Within the past two decades there has been an increase in research on the perspective of persons labeled as disabled, rather than relying solely on outsiders' (nonlabeled persons') perspectives about them. In this paper, a series of interviews with a small group of persons labeled as mentally retarded sought insights into their work environment, friendships, and future goals. The interviews revealed that although these individuals recognized being "different" in terms of the labels applied to them by others, they did not use the same labels when defining themselves or choosing their close friends.

309.
Gallagher, James J.; & Staples, Amy (1990).

Available and potential resources for personnel preparation in special education: Deans survey. Chapel Hill: University of North Carolina, Carolina Policy Studies Program. (ERIC Document Reproduction Service No. ED 322 666)

personnel preparation / early childhood education

Deans of schools of education (N=249) answered a survey probing current resources, plans for expansion, incentives needed for expanding personnel resources, and barriers to program development in special education programs covering the needs of infants and toddlers. Almost half reported no special education program at any level, but 40% reported willingness to consider initiating or expanding of such a program given adequate incentives. Lack of funding and qualified faculty was seen as major barriers. Subsidies, planning at the state level, and a major recruitment effort were suggested as promising policy options to remedy these problems.

310.
Malloy, JoAnne M.; DiLeo, Dale; & Hagner, David (1991).

Basic benefits planning for persons with disabilities. Concord: New Hampshire Division of Vocational Rehabilitation. Supported Employment Systems Change Project. Institute on Disability. University of New Hampshire.

Social Security / income

This manual is for use by case managers, advocates, guardians, vocational counselors, and other helping professionals to assist
people with disabilities in projecting the impact of work or changes in income on their public benefits. With enough information, professionals and consumers can work constructively with local Social Security and Health and Human Services officials when a person on public benefits wants to work and/or change his/her income.

311.
University of Minnesota, Institute on Community Integration (1989).

National Conference on Self-Determination [Summary report]. Minneapolis: Author.

self-determination / program development

This proceedings document outlines 29 recommendations from conference participants on what direction OSERS should be taking regarding empowerment of individuals with disabilities.

312.
Szymanski, Edna Mora; Hanley-Maxwell, Cheryl; Schaller, James L.; Parker, Randall M.; & Kidder, Susan (n.d.).

Impact of a system-change initiative on supported employment in Wisconsin. Unpublished manuscript, University of Wisconsin, Madison.

supported employment / Wisconsin

The purpose of this research was to investigate the impact of a supported employment system-change grant on supported employment case closures in the Wisconsin Division of Vocational Rehabilitation (WDVR). Participants were 69 Wisconsin counties. Eighteen of them had received system-change grants from WDVR in 1987. A quasi-experimental research design was used to analyze the effect of the county system-change status on supported employment outcomes. Positive significant effects were found for counties with system-change grants ($p < .001$) and for the interaction of county system-change grant status with pre-grant outcomes for target populations ($p = .002$). Thus, it was concluded that the supported employment system-change grant was effective in increasing supported employment closures, particularly in counties that had high pre-grant outcomes.

313.
Agran, Martin; & Martella, Ronald C. (1991).

Teaching self-instructional skills to persons with mental retardation: A descriptive and experimental analysis. In M. Hersen, R. M. Eisler, & P. M. Miller (Eds.), Progress in behavior modification (pp. 36-55). Newbury Park, CA: SAGE Publications.

self-control training / generalization

The purpose of this chapter was to review the effects of self-instructional training on the adaptive functioning of persons with mild to severe mental retardation. First, a behavioral definition of self-instructional training is suggested. Next, different types of self-instructions are presented. Following, applications across school, community, and work environments are described. Last, an experimental analysis of self-instructional training is provided and unexamined issues in self-instructional training are discussed. Overall, the chapter suggests that self-instructional training for persons with mental retardation represents an efficient intervention to facilitate their acquisition, generalization, and maintenance of a variety of adaptive skills across community and work environments.

314.
Garske, Gregory; Trach, John; & Leung, Paul (1992).

Evaluation and the state/federal vocational rehabilitation program. Journal of Vocational Rehabilitation, 2(2), 9-16.

program evaluation / vocational rehabilitation

This article examines some current evaluation practices as well as evaluation efforts in the state/federal VR system. Implications and recommendations for evaluation practices are presented.

315.
Roberts, Rob; & Roberts, Ruth (1992).

Implementing program evaluation in rehabilitation facilities. Journal of Vocational Rehabilitation, 2(2), 17-27.

program evaluation / vocational rehabilitation

Program evaluation has received increased attention in human service organizations since enactment of the Rehabilitation Acts of 1973 and 1978. However, there is evidence in the literature that rehabilitation facility staff are resistant to fully implementing program evaluation despite the research documenting numerous benefits to the client and organization. This article examines the perceptions of rehabilitation facility staff toward

program evaluation in terms of the rationale for assessing program outcomes, identifying methods that may be used to encourage rehabilitation facilities to integrate the appropriate model and activities for conducting program assessment, and outlines strategies for implementing program evaluation in preservice and inservice training programs.

316.
Liebert, Diane E.; & Weissman, Carol Sacker (1992).

Use of comparison group designs in transition studies. Journal of Vocational Rehabilitation, 2(2), 28-34.

program evaluation / transition

Only a small percentage of studies on transition from school into the adult community use comparison group designs. The purpose of this article was to provide examples of transition studies using true experimental and quasi-experimental control group designs to document the effectiveness of transition demonstration models, new curricula, and training strategies. All of these designs control for all or most of the potential threats to internal validity; thus, they allow one to confidently attribute the student outcomes to the program or educational interventions. The use of a comprehensive evaluation methodology for demonstrating program effectiveness and establishing educational validity is strongly encouraged.

317.
Wood, Robin; & Steere, Daniel (1992).

Evaluating quality in supported employment: The standards of excellence for employment support services. Journal of Vocational Rehabilitation, 2(2), 35-45.

supported employment / program evaluation

This article describes the Standards of Excellence for Employment Support Services as an alternative approach to measuring quality in supported employment. The Standards of Excellence are an example of an evaluation system that relies on the reports of consumers about the impact of services on their lives as the primary source of information.

318.
Salzberg, Charles L.; Martella, Ronald C.; Marchand-Martella, Nancy E.; Morgan, Robert L.; Christensen, Ann M.; & Moore, Stephen C. (1992).

Quality of vocational outcomes for adults with disabilities: One fundamental impediment. Journal of Vocational Rehabilitation, 2(2), 46-52.

personnel preparation / vocational rehabilitation

High-quality rehabilitation services are critical for successful vocational outcomes for adults with disabilities. The quality of human services provided by rehabilitation facilities depends primarily on the personnel who deliver them. Previous research on supervisors in rehabilitation facilities examined their preservice credentials, the inservice training they received, and the criteria used to hire them. This study extended that research by comparing supervisors' compensation, working conditions, job responsibilities, and needed skills to those of special education teachers.

Data were collected via structured telephone interviews and mailed questionnaires. Eighty-one percent of the total population of facilities responded. Audiotape recordings of phone interviews permitted the reliability of the coding of information to be independently evaluated, yielding 100% agreement. The findings indicated that floor supervisors with bachelor's degrees earned 48% of special education teachers' average salary. They received more limited benefits, less training, and more difficult working conditions, even though their responsibilities and skill demands were similar. Moreover, 75% of the floor supervisors did not have college degrees and their comparison to special educators was even less favorable. These findings have implications for the vocational outcomes for adults with disabilities.

319.
Kregel, John (1992).

The subtle and salient points of program evaluation: An illustration from supported employment. Journal of Vocational Rehabilitation, 2(2), 53-61.

supported employment / program evaluation

Supported employment has recently emerged as a viable rehabilitation alternative for individuals with developmental and other severe disabilities. Funding agencies and program managers are struggling to develop procedures for measuring the overall quality of an individual supported employment program and to determine the relative emphasis that should be placed on supported employment among an array of sometimes competing rehabilitation alternatives. This article identifies key supported employment programmatic and policy issues that require the implementation of comprehensive evaluation efforts. In addition, the complexities involved in developing evaluation strategies that will assess the strengths and weaknesses of individual supported employment programs are described and the major components of an evaluation system are illustrated.

320.
Thornton, Craig (1992).

Uncertainty in benefit-cost analysis of supported employment. Journal of Vocational Rehabilitation, 2(2), 62-72.

cost effectiveness / supported employment

A critical, but often overlooked, aspect of benefit-cost analysis is an assessment of the uncertainty inherent in all program evaluation. This uncertainty arises from the estimation of program effects, from the procedures and assumptions used to value those effects, and from variations in the characteristics of the persons served and the way a program is implemented. In general, the level of uncertainty is highest for evaluations of new prototype programs and decreases as programs are replicated and serve larger numbers of persons. An understanding of the causes and magnitude of uncertainty is essential for interpreting and using benefit-cost analysis. This is illustrated in the literature pertaining to the benefits and costs of transitional and supported employment where benefit-cost findings have ranged from very positive to mildly negative.

321.
Hill, Mark; & Ruth, David (1992).

Improving quality and attacking costs of employment services: A radical example of diversity management. Journal of Vocational Rehabilitation, 2(2), 73-83.

supported employment / cost effectiveness

If supported employment (SE) services systems are to continue to grow in their ability to meet the needs of individuals with disabilities, they similarly pay attention to their competitiveness (for public and private support) in a changing world. In this article the authors first discuss the relationships between quality employment services and various costs, and the financial incentives built into several forms of financial arrangements between funders and service providers. They then look at examples of the kinds of changes in the internal and external environments that must be taken into account, such as some recent advances in SE methods and a few current changes in employer interests. Finally, the authors propose the use of interagency SE quality teams for increasing quality and reducing costs while taking into account both financial incentives and changes in technology and interests. In so doing they develop, as an example of a quality improvement effort, a proposal for a radically different marketing conception of SE services.

322.
Ehrhart, Lisa M.; Flippo, Karen; Barcus, J. Michael; & Knorr, Kenneth (1992).

Technical assistance needs assessment survey: Virginia Assistive Technology System. Journal of Vocational Rehabilitation, 2(2), 84-87.

assistive technology / technical assistance

The Commonwealth of Virginia is one of 31 Tech Act states funded by the National Institute on Disability and Rehabilitation Research (NIDRR) under the Technology Related Assistance Act to Individuals with Disabilities (PL 100-407). The development of the Virginia Assistive Technology System is led by the Virginia Department of Rehabilitative Services (DRS) in cooperation with consumer advocacy organizations, Virginia state agencies, and other public and private organizations. The purpose of the system is to increase the availability of technology to Virginians of all ages who could benefit from assistive technology.

As part of the Virginia Assistive Technology System, in October of 1991 the Rehabilitation Research and Training Center (RRTC) at Virginia Commonwealth University conducted a technical assistance needs assessment survey to obtain a measure of problem areas and needs.

The results were twofold. The study (a) provided clear indicators of technical assistance needs and (b) delineated regional requirements that differed markedly by locale.

323.
Sievert, Ann (1986).

Training self-advocacy skills to adults with mild mental handicaps. Unpublished master's thesis, Southern Illinois University, Carbondale.

self-advocacy / mild disabilities

A problematic area in community adaptive behavior that has begun to receive increasing attention is the lack of legal awareness and self-advocacy skills among people with mental handicaps. The present study developed and empirically evaluated an instructional program designed to teach legal awareness and self-advocacy skills to adults with mental handicaps. Eight young adults with mild mental handicaps participated. All were clients in a rehabilitation program and were receiving community living skills training. All demonstrated a skill deficit in the area of legal awareness. Systematic training procedures using applied behavior analysis were implemented. Both a multiple baseline across general rights categories and multiple probe across groups were used to demonstrate experimental control. Overall, results showed dramatic increases in performance after

the completion of instruction, as demonstrated by the percentage of scenarios responded to correctly. Furthermore, generalization occurred to community and in-vivo conditions. Limitations of the present study and the need for future research in the area of training self-advocacy skills are discussed.

324.
Misra, Anjali (1992).

Generalization of social skills through self-monitoring by adults with mild mental retardation. Exceptional Children, 58(6), 495-507.

social skills / generalization

The effects of self-monitoring on generalization and maintenance of social skills were investigated. Participants were one female and two male adults with mild mental retardation. A multiple-baseline-across-subjects design with five phases was employed. After an initial baseline condition, the subjects were trained in individualized social skills. Following return to baseline, subjects were taught to self-monitor their behavior in both training and natural settings. Finally, the use of the self-monitoring device was faded, and all intervention contingencies were withdrawn for the maintenance phase. Data were collected in the analogue and generalization settings throughout all phases of the study. Self-monitoring assisted in generalization of trained social skills across settings and people; however, maintenance results were variable.

325.
McGinty, Suzanne (1991, October).

The impact of evaluation technical assistance site visits to federally funded model demonstration projects. Paper presented at the American Evaluation Research Association meeting, Chicago.

program evaluation / technical assistance / model demonstration projects

This study qualitatively examined the impact of evaluation technical assistance site visits to three model demonstration projects focusing on transition issues. Transition-to-work made by youths and adults with disabilities is the focus of the University of Illinois' Transition Institute's research and technical assistance programs. Perceptions of federally funded project staff prior to and during the site visits were obtained in order to determine their expectations of the site visit process.

Additionally, a follow-up interview was conducted in order to assess if the expectations of project staff were fulfilled and if

any changes in their own evaluation efforts were implemented. Results suggest that a site visit is a catalyst in evaluation planning. Data collection for evaluation is more readily undertaken when the process is spelled out. More direction is needed for those undertaking case study evaluations. The effectiveness of the evaluation technical assistance site visit is also a product of the project director's familiarity with the aims of the Transition Institute.

326.
Emener, William G. (1991).

An empowerment philosophy for rehabilitation in the 20th century. Journal of Rehabilitation, 57(4), 7-12.

empowerment / vocational rehabilitation

Following discussion of pertinent, a priori philosophical tenets of the field of rehabilitation, relevant assumptions underlying an empowerment approach to rehabilitation service delivery are presented and discussed. External and internal considerations and illustrations of empowerment are offered within four critical areas of rehabilitation service delivery: (a) rehabilitation systems (e.g., agencies, facilities, and companies); (b) rehabilitation professionals (e.g., rehabilitation counselors, supervisors, managers, and administrators); (c) families (of individuals with disabilities); and (d) rehabilitation clients. Conclusions and recommendations are designed to facilitate a self-empowerment approach to rehabilitation service delivery.

327.
Vash, Carolyn L. (1991).

More thoughts on empowerment. Journal of Rehabilitation, 57(4), 13-16.

empowerment / vocational rehabilitation

The author traces her thoughts on empowerment through her previous writings and affirms the notion of "authentic power" in controlling one's life.

328.
Hahn, Harlan (1991).

Alternative views of empowerment: Social services and civil rights. Journal of Rehabilitation, 57(4), 17-19.

empowerment / civil rights

Empowerment is discussed in relation to social services and civil rights.

329.
Hurt, Ginger D. (1991).

Mild brain injury: Critical factors in vocational rehabilitation. Journal of Rehabilitation, 57(4), 36-40.

mild brain injury / vocational rehabilitation

The past decade has witnessed major progress in the diagnosis and treatment of traumatic brain injury, with particular focus on moderate and severe injuries. More recently, interest has grown in the development of rehabilitation programs geared toward treating the other end of the injury spectrum: mild brain injury. It has been demonstrated that mild brain injury can result in significant changes not only physically, but cognitively and psychosocially. As may be anticipated, deficits in these areas significantly impact future vocational success. This paper outlines a systematic model for delivery of vocational rehabilitation services to individuals with mild brain injury.

330.
Bolton, Brian; & Brookings, Jeffrey (1991).

Work satisfactoriness of former clients with severe handicaps to employment. Journal of Rehabilitation, 57(4), 26-30.

work satisfaction / severe disabilities

Employers of 174 vocational graduates of a comprehensive rehabilitation center completed the Minnesota Satisfactoriness Scales (MSS) three months or longer after job placement. Most former clients were judged to be somewhat lower than their co-workers on all MSS scales, with their lowest scores on job performance (31st percentile) and the highest scores on dependability (45th percentile). There was considerable variability in the research sample, indicating that many employees with handicaps were rated above average by their employers. Implications of the findings for vocational rehabilitation professionals are discussed.

331.
Couch, Robert H.; Goetz, Judith P.; & Baud, Hank (1991).

Living with disability in Guatemala. Journal of Rehabilitation, 57(4), 46-51.

Guatemala / vocational rehabilitation / barriers

A qualitative research design was used to study lifestyles, services, and employment opportunities for persons with disabilities in Guatemala. Case histories depict widespread attitudinal barriers. Other issues impacting upon vocational rehabilitation are examined and the origins of Guatemala's special education and rehabilitation facility programs are explored.

332.
Jones, Brian J.; Gallagher, Bernard J., III; Kelley, John M.; & Massari, Louis O. (1991).

A survey of Fortune 500 corporate policies concerning the psychiatrically handicapped. Journal of Rehabilitation, 57(4), 31-35.

psychiatric disabilities / employer involvement

This article reports the results of a national survey of Fortune 500 corporate policies specifically concerning psychiatrically handicapped employees. Through mailed questionnaires and follow-ups, 127 firms responded for a return rate of 26%. Data analysis distills three major findings: (a) fewer than one in four responding Fortune 500 companies currently has a corporate policy concerning the psychiatrically handicapped; (b) physically handicapped employees are widely perceived to be more desirable than psychiatrically handicapped employees; and (c) firms without corporate policies concerning the psychiatrically handicapped perceive more onerous barriers to implementation than do firms with such policies.

333.
Katz, Lynda J. (1991).

Interagency collaboration in the rehabilitation of persons with psychiatric disabilities. Journal of Vocational Rehabilitation, 1(3), 45-57.

psychiatric disabilities / interagency cooperation / vocational rehabilitation

Impetus for the promotion of interagency collaboration between the vocational rehabilitation system and the mental health system came about after the signing of the joint National Institute for Mental Health/Rehabilitation Services Administration Interagency Agreement in 1978, drawing particular attention to the needs of persons with long-term mental illness. As a result of this federal agreement, joint demonstration projects and cross-agency training grants were funded in order to facilitate collaborative activities between the MH system and the VR system on state and local levels. The efforts of one such federally funded interagency training program conducted by

faculty and staff from the University of Pittsburgh throughout the six states of RSA Region III are detailed. Recommendations are made with respect to facilitating interagency collaborative efforts based on these training experiences.

334.
Affleck, James Q.; Edgar, Eugene; Levine, Phyllis; & Kortering, Larry (1990).

Postschool status of students classified as mildly mentally retarded, learning disabled, or nonhandicapped: Does it get better with time? Education and Training in Mental Retardation, 25(4), 315-324.

follow-up studies / learning disabilities

This article presents the findings of a study examining the postschool status of samples of students identified as learning disabled, mildly mentally retarded, or nonhandicapped. Data were collected at 6 to 30 months after school exit for variables representing the former students' current status with respect to employment, attendance at postsecondary educational institutions, independent living, salary, and use of adult services. Results indicated that across all variables, former students identified as nonhandicapped and learning disabled fared better than students identified as mildly mentally retarded.

335.
Storey, Keith; Sandow, Dennis; & Rhodes, Larry (1990).

Service delivery issues in supported employment. Education and Training in Mental Retardation, 25(4), 325-332.

supported employment / policy analysis

Supported employment has been promoted to address the massive unemployment problem among persons with severe disabilities. This paper examines current issues in supported employment in the areas of assessment, job analysis, instructional technology, and management of supported employment programs. How supported employment can be implemented more effectively is discussed along with areas in which further policy implementation and research are needed.

336.
Culver, Jill Blair; Spencer, Karen C.; & Gliner, Jeffrey A. (1990).

Prediction of supported employment placements by job developers. Education and Training in Mental Retardation, 25(3), 237-242.

supported employment / job development

Rapid expansion of supported employment programs has created a need for qualified personnel to develop jobs for people with disabilities. However, job development methods have lacked consistency on a large scale, and have not been systematically researched. The present study was exploratory in nature, and attempting to identify activities performed by job developers that positively or negatively influenced job placement. The job development activities investigated included marketing, analysis of job characteristics, and assessment of client characteristics. Results indicated that specific marketing activities significantly predicted job placement. Additionally, available job development time, use of specific client assessment procedures, infrequent use of trial job placements, and gender of the job developers further explained variance in job placement. Implications and recommendations for future research are discussed.

337.
Dattilo, John; & St. Peter, Susan (1991).

A model for including leisure education in transition services for young adults with mental retardation. Education and Training in Mental Retardation, 26(4), 420-432.

recreation and leisure / community integration

Limited leisure awareness, knowledge, and skills of young adults with mental retardation become major barriers to making successful transitions into active community living. To overcome these barriers, many people with mental retardation should be provided systematic and comprehensive leisure education. The authors identify a clear need and rationale for leisure education for young adults with mental retardation. The structure, content, and evaluation strategies of a leisure education model are presented to assist professionals in providing comprehensive leisure instruction. The leisure instruction is intended to instill self-determination, leisure appreciation, self-awareness, decision making, social interaction, knowledge and utilization of leisure resources, and recreation participation into the lives of young adults with mental retardation, thus assisting them in making the transition to community living as an adult.

338.
Sinnott-Oswald, Mary; Gliner, Jeffrey A.; & Spencer, Karen C. (1991).

Supported and sheltered employment: Quality of life issues among workers with disabilities. Education and Training in Mental Retardation, 26(4), 388-397.

supported employment / quality of life

A quality-of-life survey was developed and administered to 10 individuals with disabilities who were engaged in supported community employment, 10 individuals with disabilities who were enrolled in a sheltered workshop program, and nine individuals without disabilities in order to examine differences in perceived quality of life as a result of community-based employment. The latter two groups were matched to the supported employment group on age and gender. Results indicated that number of leisure activities, use of leisure time, self-esteem, involvement in activities, mobility, job skill perceptions, and perceptions regarding changes in income were positively related to supported community employment.

339.
McEvoy, Mary A.; Shores, Richard E.; Wehby, Joseph H.; Johnson, Stephen M.; & Fox, James J. (1990).

Special education teachers' implementation of procedures to promote social interaction among children in integrated settings. Education and Training in Mental Retardation, 25(3), 267-276.

special education / social skills

Since the passage of 94-142 in 1975, many children with severe handicaps have been educated in integrated settings. As a result, researchers have developed and evaluated procedures for increasing the social interactions between children with and without handicaps. In general, these have been implemented by experimenters skilled in the specific teaching procedures being evaluated. In addition, few of the effective procedures have been developed into training packages and disseminated to teachers to use as a means of promoting social integration. The purpose of the present study was to evaluate the effectiveness of specific teaching procedures used by special education teachers to promote the social interaction of children with and without handicaps. Seventeen teachers served as subjects. Direct observations indicated that consistent implementation of teaching, planning, and monitoring procedures to promote social interaction resulted in greater increases in children's interactions during free play than simply providing children with opportunities to play. The results are discussed in terms of the teacher's importance in systematically programming the environment to promote social interaction in integrated settings.

340.
Greenan, James P.; & Jarwan, Fathi A. (1992).

The validation of generalizable reasoning skills assessment instruments for students with disabilities. Career Development for Exceptional Individuals, 15(1), 69-81.

special education / vocational education / reasoning skills

The major purpose of this study was to crossvalidate a set of generalizable reasoning-skills assessment instruments for students with disabilities. The set of instruments includes Student Self-Ratings, Teacher Ratings, and a Performance Test previously developed and validated with general vocational student populations by Greenan and McCabe (1989). The assumption was that if these assessment instruments were sufficiently reliable and valid, they could eventually be used to measure the generalizable reasoning skills of students with different disabilities in secondary vocational programs.

341.
Sitlington, Patricia L.; & Easterday, Joseph R. (1992).

An analysis of employer incentive rankings relative to the employment of persons with mental retardation. Education and Training in Mental Retardation, 27(1), 75-80.

employer attitudes / job development

The purpose of this study was to identify potential factors that affect an employer's decision to hire a worker with mental retardation. Eighty-four employers (71% of target group) in six occupational clusters were interviewed and asked to indicate how each of 10 incentives would affect their willingness to hire a person with mental retardation. The top four incentives identified by employers were: (a) probability of regular attendance; (b) ongoing availability of person to call for assistance; (c) high probability of long-term employment; and (d) availability of person for on-site training. Pre-job training also ranked high as an incentive. The two lowest incentives were subminimum wage and tax credits.

342.
Hamre-Nietupski, Susan; Nietupski, John; Krajewski, Lynn; Moravec, Jeanette; Riehle, Ruth; McDonald, Jennifer; Sensor, Karen; & Cantine-Stull, Penny (1992).

Enhancing integration during the summer: Combined educational and community recreation options for students with severe disabilities. Education and Training in Mental Retardation, 27(1), 68-74.

recreation and leisure / community integration

Despite increased integration during the school year, students with severe disabilities often receive segregated services during the summer months. This paper describes a three-year, integrated, extended year pilot program involving collaboration between an educational program and community

recreation agencies. A process for establishing such programs is described. Preliminary results, in terms of activity descriptions and evaluative feedback from recreation agency staff, nondisabled children, and parents of students with and without disabilities are presented. Implications for other communities also are addressed.

343.
Parent, Wendy S.; Kregel, John; Metzler, Helen M. D.; & Twardzik, Gary (1992).

Social integration in the workplace: An analysis of the interaction activities of workers with mental retardation and their co-workers. Education and Training in Mental Retardation, 27(1), 28-38.

co-worker involvement / social skills

This study describes the social interactions and activities of 15 workers with mental retardation employed in supported competitive employment positions and 15 of their co-workers. Direct observation and a frequency recording system were used to assess the social integration of employees during work hours and breaktime. The results suggest that supported employees and co-workers did not differ in the total number of interactions in which they engage. Co-workers were found to interact more frequently during breaktime and to participate in work-related interactions more often than the supported employees. Additionally, supported employees were found to engage in inappropriate interactions more frequently than their co-workers. These results are discussed in relation to their implications for supported employment services and future research.

344.
Parker, Richard; & Boles, Shawn (1990).

Integration opportunities for residents with developmental disabilities: Differences among supported living sites and residents. Education and Training in Mental Retardation, 25(1), 76-82.

Neighbor Living Project (NLP) / community integration

The Neighborhood Living Project (NLP) offers a model of supported living for residents with developmental disabilities, which includes measurement of social and physical integration as valued program outcomes. This preliminary study summarizes daily counts of integration activities for 50 residents from eight supported living sites, over an average period of two years. The study investigates variations in integration opportunities among individual residents and among individual supported living sites.

Opportunities did not systematically vary as a function of the level of mental retardation or number of disabilities documented for each resident, but did vary as a function of where the resident lived. The authors conclude that, for the NLP model program sample, integration outcomes depend largely upon where a person was served, not on the person's characteristics.

345.
Frank, Alan R.; Sitlington, Patricia L.; Cooper, Linda; & Cool, Valerie (1990).

Adult adjustment of recent graduates of Iowa mental disabilities programs. Education and Training in Mental Retardation, 25(1), 62-75.

follow-up studies / Iowa

This study investigated the adult adjustment of 318 former special education students labelled mentally disabled (mentally retarded) one year after graduation. Current living situation (residence), marital status, and leisure activities were examined. Of particular concern were variables related to employment, such as job type and status, hours worked per week, wages earned, and the relation between employment and predictor variables involving high school experiences that may have affected current employment (e.g., regular and special vocational education, and in- and out-of-school employment). Results of the study were compared with a follow-up study by Hasazi et al. (1985) of 243 youths classified as mentally retarded who exited high school in Vermont between 1981 and 1983.

346.
Haring, Kathryn; & Lovett, David (1990).

A study of the social and vocational adjustment of young adults with mental retardation. Education and Training in Mental Retardation, 25(1), 52-61.

follow-up studies / literature review

A review of the special education literature indicates that follow-up studies of students who have exited special education have long interested researchers. Considerations for conducting studies and interpreting follow-up data are discussed. Results of studies of the adult adjustment of individuals who are disabled are presented briefly. A questionnaire designed to seek information on 58 persons with mental retardation (defined as severely handicapped) who had exited self-contained special education programs was administered. Interviews via telephone or face to face were conducted with parents, verbal subjects, employers, and adult vocational and residential service providers. Data on subjects' employment rates, postsecondary

training, residential status, community access, social and vocational opportunities, and civic responsibilities were collected. Results indicated that a majority of subjects (57%) were placed in sheltered workshops or day activity centers for minimally paid, work-related activities. A total of 15% of the sample received formal postsecondary training; of those, three were employed in sheltered settings. The majority (62%) resided in their family dwellings. Twenty-six percent were in group homes, and 10% were in nursing homes or state institutions. One student (2%) lived independently. Some type of community mobility was utilized by most subjects. There is a need for expanded employment, training and residential service options in the community studied.

347.
Smith, Garnett J.; & Edelen-Smith, Patricia J. (1990).

A commencement based model of secondary education and training in mild mental retardation. Education and Training in Mental Retardation, 25(1), 15-24.

mild mental retardation / secondary education / program development

Secondary programs for individuals with mild mental retardation continue to embody a contradictory philosophical view: they are programs charged with educating individual students with mild mental retardation to become more competitive as adults, but are organized internally along the same lines as the regular high school. As such, they too often perceive their role as being one of awarding credentials to large numbers of students based upon the linear attainment of a set number of credits or courses. These credits and courses supposedly lead to success in adult settings, but their selection has been more traditionally than empirically determined. Contrary to the credential-based model of education we argue for a commencement based model of education which includes five elements: (a) commencement needs to be thought of as a process, not an event; (b) commencement is a highly personal experience; (c) the requisites of adult community success need to be determined by an empirical contextual examination of the adult community; (d) individualized education plans need to be thought of as being circular rather than linear in nature; and (e) time will be the final validator of program effectiveness.

348.
Rosen, Julie W.; & Burchard, Sara N. (1990).

Community activities and social support networks: A social comparison of adults with and adults without mental retardation. Education and Training in Mental Retardation, 25(2), 193-204.

social networks / community integration

Characteristics of the community activities and social support networks of 27 adults with mental retardation drawn from a statewide sample living in semi-independent apartments were compared to those of 27 adults without mental retardation from the community, matched for single status, age, sex, and community size. Structured interviews using Weinberg's Social System Self-Assessment (1984) to measure social support networks showed no differences in frequency, location, type, or companionship of activities. However, the social networks of adults with mental retardation were smaller and contained proportionately fewer friends, less reciprocity, and a large proportion of service providers. Non-staff friends of adults with mental retardation were almost exclusively other individuals with mental retardation and participation in activities with peers without disabilities was rare. There were no differences in perceived supportiveness or satisfaction with contact with network members nor in reported well-being. Adults with mental retardation living semi-independently in the community were neither inactive nor did they perceive themselves as socially isolated when compared to single adults from the community, although their actual social integration was extremely limited. The utility of obtaining information from individuals themselves to provide personal validation for measures of community integration and of obtaining social comparison data to provide social validation is discussed.

349.
Williams, Wes; Fox, Timothy J.; Thousand, Jacqueline; & Fox, Wayne (1990).

Level of acceptance and implementation of best practices in the education of students with severe handicaps in Vermont. Education and Training in Mental Retardation, 25(2), 120-131.

severe disabilities / Vermont / best practices

The purpose of this study was to identify "best educational practices" and examine their level of acceptance and implementation in educational programs for students with severe handicaps in Vermont. Descriptions of nine best educational practice areas and specific indicators demonstrating the presence of the practice in an educational program were generated from a literature review and a review by nationally recognized experts. A state wide survey of Vermont parents and practitioners was conducted to determine the level of acceptance and implementation of the best practices and their associated indicators. The results indicated a high level of acceptance of the best practices. There was, however, a marked gap between the level of acceptance and the level of implementation. The implications of the survey results are discussed.

350.
Altman, Reuben; & Lewis, Timothy J. (1990).

Social judgments of integrated and segregated students with mental retardation toward their same-age peers. Education and Training in Mental Retardation, 25(2), 107-112.

attitudes / social integration

This paper investigates the social judgments of educationally integrated and segregated students with mental retardation toward their same-age peers who are mentally retarded and nonretarded. Social judgment data were derived from 60 students (20 at each of the elementary, junior, and senior high levels); half were primarily integrated and half were primarily segregated. Analyses revealed that elementary-level students rated peers who were retarded and nonretarded significantly lower than did either older group. Similarly, segregated students rated both peer groups more negatively than did integrated students at every age level. Only junior high integrated students discriminated between the two peer groups rating nonretarded students more positively. Generally, it may be concluded that maturity and integration foster more positive attitudes among students with mental retardation toward both retarded and nonretarded peers. The idiosyncratic discrimination by junior high retarded students in favor of nonretarded peers is compatible with normal child development findings, which emphasize the importance of social identification and peer status at this age.

351.
Hughes, Charles A.; Korinek, Lori; & Gorman, Joanne (1991).

Self-management for students with mental retardation in public school settings: A research review. Education and Training in Mental Retardation, 26(3), 271-291.

self-control training / literature review

Self-management training has been advocated for exceptional students as a means of increasing academic and study skills, motivation, independence, and generalization of behavioral gains, while decreasing the need for external direction and supervision. This review represents an analysis of data-based studies dealing with self-management procedures (self-monitoring, self-evaluation, self-reinforcement, and self-instruction) used by individuals with mental retardation served in public school settings. Although support was found for the positive effects of self-management with this population, many questions regarding efficient implementation of these procedures by school personnel remain to be answered in future research endeavors.

352.
McDonnell, John; Hardman, Michael; Hightower, Julia; & Kiefer-O'Donnell, Richard (1991).

Variables associated with in-school and after-school integration of secondary students with severe disabilities. Education and Training in Mental Retardation, 26(3), 243-257.

severe disabilities / social integration / secondary education

This study examined the association between the level of integration achieved by secondary students with severe disabilities and selected classroom and student characteristics. Participants included 39 students with severe disabilities enrolled in five secondary programs implementing the Utah Community-Based Transition Model (Hardman & McDonnell, 1987). The primary dependent variables included the average amount of time students (a) participated in content area classes within the regular high school curriculum, (b) received instruction from nondisabled peer tutors on personal management and leisure activities, (c) participated in the normal routines of the high school, and (d) had contact after school hours with nondisabled students serving as peer tutors.

Pearson-product correlation and simple regression analyses indicated that (a) the proportion of "out-of-boundary" students enrolled on the classroom caseload was negatively associated with both in-school and after-school integration; (b) the percent of students on the classroom caseload classified as severely multiply handicapped was negatively associated with both in-school and after school integration; (c) the proximity of the student's educational placement and home was positively associated with in-school and after-school integration; and (d) the presence of intense behavior problems was negatively associated with after school integration. Post-hoc analyses indicated that students placed in home school programs experienced significantly higher levels of integration than students enrolled in cluster school programs. The results are discussed in terms of current educational placement practices for secondary students with severe handicaps.

353.
Farmer, Jacqueline A.; Gast, David L.; Wolery, Mark; & Winterling, Vincent (1991).

Small group instruction for students with severe handicaps: A study of observational learning. Education and Training in Mental Retardation, 26(2), 190-201.

small group instruction / severe disabilities

A progressive time-delay procedure used in a small-group instructional arrangement was successful in teaching high school students with severe handicaps to read community-referenced

words. A multiple-probe design across word sets demonstrated control of the instructional procedure across three pairs of words for each student. The findings are discussed in terms of future research needs on small-group instruction with students with moderate and severe handicaps.

354.
Parette, Howard P., Jr. (1991).

The importance of technology in the education and training of persons with mental retardation. Education and Training in Mental Retardation, 26(2), 165-178.

technology / policy analysis

This article discusses PL 101-407 and its emphasis on state systems changes in technological service provision. It also focuses on issues relating to technology in education and training of individuals with disabilities.

355.
Renzaglia, Paul; Wheeler, John J.; Hanson, Harold B.; & Miller, Sidney R. (1991).

The use of extended follow-along procedures in a supported employment setting. Education and Training in Mental Retardation, 26(1), 64-69.

supported employment / assessment techniques

This study is a follow-up to a study that previously appeared in Education and Training in Mental Retardation, conducted by Wheeler, Bates, Marshall, and Miller (1988). The Wheeler et al. (1988) study examined the use of a self-monitoring procedure to remediate the social skills behaviors of a young man with Down syndrome in a supported competitive employment setting. The present study, which was conducted six months later, demonstrates the efficacy of the follow-along component of the supported employment model and also demonstrates the use of a criterion-referenced assessment and treatment package to re-train technical job skills.

356.
Storey, Keith; Rhodes, Larry; Sandow, Dennis; Loewinger, Howard; & Petherbridge, Rita (1991).

Direct observation of social interactions in a supported employment setting. Education and Training in Mental Retardation, 26(1), 53-63.

supported employment / social integration

Social integration is a key component of supported employment. Social interactions between workers with and without disabilities are an important outcome of social integration. However, there is a lack of empirical data on interactions between employees with and without severe disabilities in supported employment settings. This study utilized direct observations to assess social interaction patterns of employees in a supported employment setting. The assessment took place over a one-year period and involved eight employees with and seven employees without disabilities. The results indicate statistically significant differences in the interaction patterns between the two groups on 13 of the 28 comparison categories.

357.
McNair, Jeff; & Rusch, Frank R. (1992).

The Co-worker Involvement Instrument: A measure of indigenous workplace support. Career Development for Exceptional Individuals, 15(1), 23-36.

co-worker involvement / assessment techniques

Co-worker involvement could prove to be a potentially mitigating variable in such activities as vocational training and job matching. In addition, it may contribute to job retention in supported employees. The development of a reliable and valid instrument to measure co-worker involvement with supported employees is an important first step in the study of the impact of co-worker involvement. The goal of this study was to describe the development and psychometric validation of such an instrument.

358.
Halpern, Andrew S.; Benz, Michael R.; & Lindstrom, Lauren E. (1992).

A systems change approach to improving secondary special education and transition programs at the community level. Career Development for Exceptional Individuals, 15(1), 109-120.

systems change / transition planning / Oregon

In response to the need for improved transition programs, the Community Transition Team Model (CTTM) was developed, implemented, evaluated, and revised during the past six years in Oregon. The purpose of this article is to describe both the evolution and components of the model with a brief summary of accomplishments to date and future directions.

359.
Burnham, Sonja C.; & Housley, Warren F. (1992).

Pride in work: Perceptions of employers, service providers and students who are mentally retarded and learning disabled. Career Development for Exceptional Individuals, 15(1), 101-108.

attitudes / Successful Employment Survey

Numerous researchers have examined employment rates of youths with disabilities. Other studies have examined the skills and behaviors being taught by special educators to prepare these youths for work. However, little research has focused on the perceptions of youth with disabilities of successful employment. Students with mild mental disabilities or learning disabilities belong to a category of individuals who can be effectively trained and retrained in a wide variety of jobs (Brickey & Campbell, 1981). This study compared the perceptions of employers, service providers, and mentally disabled and learning disabled students related to successful employment. The perceptions of these groups were investigated using the Successful Employment Survey.

360.
Darrow, Melissa A.; & Clark, Gary M. (1992).

Cross-state comparisons of former special education students: Evaluation of a follow-along model. Career Development for Exceptional Individuals, 15(1), 83-99.

follow-up studies / program evaluation

The present study was designed (a) to determine if experts in the area of transition perceive a need for a common theoretical model and a common core set of outcome variables for follow-along research at the state level; (b) to evaluate Halpern's (1990) model for consideration in future special education follow-along studies; (c) to explore reasons why follow-up and follow-along studies do not measure some of the areas deemed important by a selected panel of professionals involved in outcome assessment research; and (d) to suggest a preliminary core set of research questions to be measured in a common format across statewide studies, as indicated by a Delphi survey completed by a nationally representative selected panel of experts.

361.
Karge, Belinda Dunnick; Patton, Patricia Lucey; & de la Garza, Bridget (1992).

Transition services for youth with mild disabilities: Do they exist, are they needed? Career Development for Exceptional Individuals, 15(1), 47-68.

mild disabilities / transition services / surveys

This study explored 12 global areas of transition services and instruction in order to generate conclusions and positive programmatic implications. After conducting an extensive literature search and an assessment of transition needs of students with mild disabilities, the authors hypothesized that a significant disparity exists between the percentage of students with mild disabilities currently receiving critical transition services and the percentage of students with mild disabilities who want and need such services.

362.
Brown, James M.; Berkell, Dianne E.; & Schmelkin, Liora Pedhazur (1992).

Professional attitudes: Group differences among vocational and special educators towards the employability of persons with severe disabilities. Career Development for Exceptional Individuals, 15(1), 13-22.

severe disabilities / attitudes / vocational education / special education

In response to the need for more knowledge about this important issue, the authors empirically examined the attitudes of teacher educators in vocational and special education toward the employability of persons with severe disabilities in competitive, integrated work settings. The findings of this nationwide research are presented and discussed with regard to their implications for teacher training programs.

363.
Neubert, Debra A.; Danehey, Agnesanne J.; & Gradel, Kathleen (1992).

Case management practices for young adults with developmental disabilities in transition. Career Development for Exceptional Individuals, 15(1), 1-12.

case management / transition services

The purpose of this study was to identify the nature and frequency of contacts that case managers had with families and adult service providers for a group of young adults with developmental disabilities in transition from school to community. The frequency of contacts was examined by participants' gender, type of disability and placement outcomes six months prior to and six months after they exited the school system.

364.
Kortering, Larry; & Haring, Norris; & Klockars, Alan (1992).

The identification of high-school dropouts identified as learning disabled: Evaluating the utility of a discriminant analysis function. Exceptional Children, 58(5), 422-435.

learning disabilities / dropouts

This study examined the utility of a linear discriminant function to distinguish between students identified as learning disabled (LD) who had either been released from high school under codes suggestive of school dropout (n=213) or graduation (n=92). The discriminant function was comprised of six varibles -- student ethnicity, reading ability, family intactness, family socioeconomic status, school transfers, and school-initiated interruptions. The analysis determined that differences between the LD dropout sample and LD graduate sample were sufficient to allow for a discrimination between the groups. On the basis of group differences,the discriminant function that was constructed correctly classified 83% of the school dropouts and 46% of the school graduates, for an overall 73% accuracy rate. Factors contributing most to the function were the number of district-initiated interruptions, school transfers, and family intactness. Based on the findings, implications for school districts and future research are noted.

365.
Smith, Judith Osgood (1992).

Falling through the cracks: Rehabilitation services for adults with learning disabilities. Exceptional Children, 58(5), 451-460.

learning disabilities / vocational rehabilitation

The present study investigated the knowledge and perceptions of vocational rehabilitation (VR) of adults with learning disabilities (LD), as well as control variables that describe adults with LD and may have a bearing on access to VR services. This was accomplished by (a) determining the knowledge adults with LD had of their rights under federal rehabilitation regulations; (b) examining demographic control variables (e.g., sex, age, education level, hometown population, employment history, and income), which may have a bearing on the need for or access to VR services by adults with LD; and (c) examining experiences/perceptions of adults with LD regarding the VR application/eligibility process. A pretested questionnaire appeared in the January 1989 ACLD Newsbriefs. Findings indicate that while there was a group of respondents who were satisfied with the rehabilitation services they had received, a large group of respondents were either ineligible for rehabilitation services or were dissatisfied with services they received. Generally, respondents' knowledge of VR was limited.

366.
Woodward, John; & Gersten, Russell (1992).

Innovative technology for secondary students with learning disabilities. Exceptional Children, 58(5), 407-421.

learning disabilities / secondary education / technology

During the 1980s, innovative use of technology was equated with microcomputer instruction. In the 1990s, a different kind of technology -- videodisc instruction -- has great potential for application in secondary special education. By examining its day-to-day use in naturalistic settings, this study builds on previous research with a specific videodisc program in fractions. Participants were seven secondary teachers of students with learning disabilities. Researchers measured level of program implementation, teacher reactions, and student achievement. Results were generally positive in all areas, with a surprisingly high acceptance of the program by the seven teachers.

367.
Izen, Cornelia Lively; & Brown, Fredda (1991).

Education and treatment needs of students with profound, multiply handicapping, and medically fragile conditions: A survey of teachers' perceptions. Journal of the Association for Persons with Severe Handicaps, 16(2), 94-103.

special education / attitudes / severe disabilities

This investigation assessed special educators' perceptions of the education and treatment needs of students with profound or multiple handicaps or medically fragile conditions. A survey was distributed nationally to 500 special educators chosen randomly from the membership list of The Association for Persons with Severe Handicaps. The survey sought to: (a) identify what educators perceived to be important variables in delivering quality educational programs, (b) determine current classroom practices, and (c) identify what educators perceived to be strengths and weaknesses of their university teacher training programs.

A total of 148 surveys were returned (29.6%), and 123 were included in the final data analysis. Results indicate that respondents did not feel adequately trained by university teacher training programs to work with many individuals having profoundly handicapping conditions. Some teachers did not address certain curricular areas (e.g., vocational skills, community living skills) because they felt they would not benefit students. For a variety of reasons, instructional techniques such as integration strategies, application of technology, and use of van Dijk, neurodevelopmental, and Piagetian procedures also were not implemented by some teachers. In general, as class size and the

proportion of students with profound disabilities increase, teachers find implementation of some best practices to be less important.

368.
Everson, Jane M. (1991).

Supported employment personnel: An assessment of their self-reported training needs, educational backgrounds, and previous employment experiences. Journal of the Association for Persons with Severe Handicaps, 16(3), 140-145.

supported employment / personnel preparation

A regional survey of 142 supported employment program managers and 519 direct service personnel, conducted in the states comprising Rehabilitation Services Adminstration (RSA) Region III, identified respondents' self-reported training needs, educational backgrounds, and previous employment experiences. The results indicate that currently employed supported employment personnel, both program managers and direct service personnel, are female, young, highly educated, minimally paid, and have experienced a variety of employment experiences prior to working in supported employment programs. Personnel training appears to have been effective in introducing personnel to supported employment philosophy, management, and implementation strategies. However, the findings suggest a need for technical assistance to refine the skills of both program managers and direct service staff.

369.
Goetz, Lori; Lee, Mellanie; & Johnston, Stacey (1991).

Employment of persons with dual sensory impairments: Strategies for inclusion. Journal of the Association for Persons with Severe Handicaps, 16(3), 131-139.

multiple disabilities / supported employment / California

Case-study examples highlight several strategies used by Bay Area Personnel Systems (California), a model demonstration project, to ensure the inclusion of persons with dual sensory impairments and other multiple disabilities in integrated community employment. Heterogeneous group placement, job restructuring, use of natural supports, volunteerism, and social skills training are practices perceived to be particularly critical in ensuring integrated work for people with dual sensory impairment.

370.
West, Michael D.; & Parent, Wendy S. (1992).

Consumer choice and empowerment in supported employment services: Issues and strategies. Journal of the Association for Persons with Severe Handicaps, 17(1), 47-52.

empowerment / supported employment

This article examines consumer empowerment issues in supported employment services. First, it describes in general terms how service consumers can be given more control over supported employment services and, by extension, their work experiences. Then, consumer empowerment issues are examined from various aspects of service delivery (e.g., choice of occupation, preferences for training methods) and various types of problems that consumers typically encounter. Illustrative case examples are provided that show the effects of choice on individuals' satisfaction with employment and general well-being.

371.
Hamre-Nietupski, Susan; Nietupski, John; & Strathe, Marlene (1992).

Functional life skills, academic skills, and friendship/social relationship development: What do parents of students with moderate/severe/profound disabilities value? Journal of the Association for Persons with Severe Handicaps, 17(1), 53-58.

parent attitudes / special education

A pilot study was conducted to empirically verify the educational-activity preferences of 68 parents of students with moderate and severe/profound mental disabilities. Parents were surveyed to determine the relative value they place on the three areas of functional life skills, academic skills, and friendship/social relationship development in their sons/daughters' educational programs. Parents of students with moderate disabilities rated functional life skills most highly, while parents of students with severe/profound disabilities rated friendship/social relationship development most highly. Furthermore, parents of students with moderate disabilities rated each curricular area as more important than did parents of students with severe/profound disabilities.

372.
Thorin, Elizabeth J.; & Irvin, Larry K. (1992).

Family stress associated with transition to adulthood of young people with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 17(1), 31-39.

severe disabilities / family involvement

The transitions from student to adult roles for adolescents and young adults with severe developmental disabilities can produce concern and stress for their families. In order to understand and ultimately to be able to address these transition-related concerns and needs, the authors assessed family members' concerns associated with transition, identified the family members who shared the concerns, and measured the related levels of stressfulness and frequency of occurrence of the concerns. They collected data from 42 members of 19 families of young adults with severe developmental disabilities. Results were as follows.

The most frequently mentioned concerns were those from the Young Adult domain, such as getting along with others, self-care capabilities, responsible behavior, and sexuality. The concerns rated most stressful, however, were from the Residential, Family Life, and Professionals and Agencies domains. These included the quality and availability of services, dealing with service providers, and family financial problems and disagreements. The concerns reported to occur most frequently were from the Young Adult, Residential and School domains, including the young adult's self-care and social capabilities, the quality of residential services and interactions with residential providers, and school academic and work training and interactions with school staff. Concerns from the Residential domain were most predictive of overall individual and family stress. The results indicated that responses from family members regarding stressful concerns are contingent upon the way questions about stress are framed. These results are discussed in terms of Lazarus and Folkman's (1984) stress and coping theory.

373.
MacDonald-Wilson, Kim L.; Revell, W. Grant, Jr.; Nguyen, Ngoc-Huong; & Peterson, Mark E. (1991).

Supported employment outcomes for people with psychiatric disability: A comparative analysis. Journal of Vocational Rehabilitation, 1(3), 30-44.

supported employment / psychiatric disabilities

Participation in paid work in competitive industry through placement in supported employment is compared and analyzed for two populations: 212 persons with a primary psychiatric disability and 1,588 persons with a nonpsychiatric primary disability. Results are organized in two areas: service patterns through an analysis of types of interventions, and outcomes from supported employment services. Results indicate differences in the types and amounts of interventions provided, with the majority of interventions provided, with the majority of interventions for both populations provided at the job site. Persons with psychiatric disabilities consistently earn higher

wages across a variety of service models than do persons in the other group. Differences between the two populations were also found in types of jobs, job retention, and reasons for separation from employment. Results represent an expansion of the limited database available to evaluate the design and effectiveness of supported employment services for persons with a psychiatric disability.

374.
Rogers, E. Sally; Anthony, William A.; Toole, Jean; & Brown, Mary Alice (1991).

Vocational outcomes following psychosocial rehabilitation: A longitudinal study of three programs. Journal of Vocational Rehabilitation, 1(3), 21-29.

psychiatric disabilities / vocational rehabilitation / follow-up studies

This article reports on a multisite, longitudinal study of participants in three psychosocial rehabilitation centers. Two hundred seventy-five subjects who identified themselves as having a vocational goal were studied over a three-and-one-half-year period. Demographic and clinical variables were examined, as were vocational outcomes. Subjects who became employed were compared to those who did not, on a variety of demographic and clinical indicators. Few differences were noted. Base-rate vocational outcomes are suggested for participants in psychosocial rehabilitation centers. Implications of these findings are discussed.

375.
Bond, Gary R.; & McDonel, Elizabeth C. (1991).

Vocational rehabilitation outcomes for persons with psychiatric disabilities: An update. Journal of Vocational Rehabilitation, 1(3), 9-20.

vocational rehabilitation / psychiatric disabilities / policy analysis

The literature on employment outcomes for persons with severe mental illness is updated, suggesting seven problem areas needing research attention. Basic questions such as the availability of vocational programs and their efficacy have been incompletely answered. Conceptual and methodological problems relating to sample definition, program implementation, and measurement of outcomes continue to impede comparison between studies. The supported employment movement has helped rejuvenate interest and optimism in the vocational potential of persons with severe mental illness, while posing new research questions. A process perspective is offered as one framework for research.

376.
Laird, Molly; & Krown, Stephen (1991).

Evaluation of a transitional employment program. Psychosocial Rehabilitation Journal, 15(1), 3-8.

psychiatric disabilities / supported employment

To augment employment opportunities for its population of psychiatric patients, in 1988, Altro opened a Transitional Employment Program (TEP). Clients worked part-time for a 3 to 6-month period in a job reserved for TEP clients at a business site. The program was evaluated quarterly using several measures including the Andrews and Withey Scale of Subjective Well-Being and the Griffiths scale. Choice and use of the instruments are discussed, and results, largely positive, are presented.

377.
Pascaris, Alysia (1991).

Social recreation: A blind spot in rehabilitation? Psychosocial Rehabilitation Journal, 15(1), 43-54.

psychiatric disabilities / recreation and leisure / program development

Social recreation programs are often cited among the array of community-based services available to adults with long-term mental health problems. While most experts in the field would agree that recreation programs meet an identifiable client need, the rehabilitation literature sorely lacks information on this type of program. A strong need exists to examine the role of client social development within social recreation programs. Drawing on the literature of social supports and network theory, this article describes the rehabilitative value of social recreation. A discussion of how specific principles guide these programs is provided in the context of New Directions, a social recreation program of the Canadian Mental Health Association in Ontario.

378.
Baker, Bruce L. (1989).

Parent training and developmental disabilities (Monographs of the American Association on Mental Retardation, 13). Washington, DC: American Association on Mental Retardation.

parent involvement / program development / program evaluation

This monograph focuses on the development and evaluation of parent training programs that aim to share with families special strategies for enhancing their teaching role. It is written

primarily for persons who work with parents of children who have developmental disabilities. It is organized into four units. Unit I, containing Chapter 1, introduces parent training within the context of the literature on families with a child who is handicapped. Unit II, consisting of Chapters 2-7, presents various aspects of the parent training research program developed by the author and his colleagues. Unit III, containing Chapters 8-10, addresses research on parent training for three special populations: children who have been abused, or who have been diagnosed with hyperactivity or autism. Unit IV contains four chapters (11-14) that address broader issues in parent training.

379.
West, Lynda L. (Ed.) (1991).

Effective strategies for dropout prevention of at-risk youth. Gaithersburg, MD: Aspen Publishers, Inc.

dropouts / program development / curriculum

This book examines a variety of carefully selected issues that educators can use to make a difference in the restructuring process, whether it be a change in philosophy or policy at the district level, choice of curricula, or the selection of the instructional activities in the classroom. The book's 11 chapters cover various issues, including program planning for at-risk youth, cooperative learning, the partnership between parents and schools, and dropout prevention.

380.
National Center on Educational Outcomes. University of Minnesota.; (In collaboration with St. Cloud State University and National Association of State Directors of Special Education) (1992).

State special education outcomes 1991: A report on state activities in the assessment of educational outcomes for students with disabilities. Minneapolis: Author.

outcomes of education / special education / surveys

The state survey and yearly follow-ups are conducted to address the needs of state directors, policymakers, and others for information about current state activities in multiple outcome areas: knowledge, skills, status, and attitudes of students with disabilities. It also addresses issues related to change over time in accountability and assessment activities. This is an important aspect of survey efforts because local, state, and national groups are proposing new initiatives and forecasting changes that may have significant impact on the education of students with disabilities. The specific objectives of this survey were:

1. to develop an ongoing system to describe the status of state activities to assess educational outcomes;
2. to develop an ongoing tracking system of procedures and practices used by states to include and make accommodations in the assessment of students with disabilities;
3. to identify persistent barriers and needs of states related to outcomes assessment;
4. to identify state databases that might be used to create a national database of outcomes for students with disabilities.

381.
Rusch, Frank R.; Hughes, Carolyn; & Kohler, Paula D. (1991).

Descriptive analysis of secondary special education and transition services model programs (CFDA Nos. 84.158C, 84.128A, 84.023G, 84.078C, and 84.078B). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

model programs / transition / success

This monograph provides a descriptive analysis of five grant programs funded by OSERS in 1984 to address transition and postsecondary services for youths with disabilities. Grant programs include (a) Cooperative Models for Planning and Developing Transitional Services (84.158C); (b) Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals, Priority Three: "Transition from School or Institution to Work" (84.128A); (c) Handicapped Children's Model Demonstration Projects, Postsecondary Projects (84.023G); (d) Postsecondary Education Programs for Handicapped Persons - Demonstration Projects (84.078C);, and (e) Demonstration Projects for Mildly Mentally Retarded and Learning Disabled (84.078B).

This monograph focuses upon methodological concerns associated with identifying factors that relate to success at multiple levels for youths with disabilities, including the individual and small group, as well as larger administrative units (i.e., the community). Most importantly, rather than assuming a priori the factors that relate to successful employment and educational outcomes for secondary students with disabilities, this monograph concentrates on identifying meaningful and relevant dimensions of effective secondary program development. Specifically, it provides a blueprint for future direction of model programs by identifying the types of questions that may meaningfully guide the development of contemporary secondary special education.

382.
Leach, Lynda N. (1991).

Compendium of project profiles: 1991. Champaign: University of Illinois, Transition Research Institute at Illinois.

model programs / directories / transition

This document is an updated directory of grants funded under the OSERS Secondary and Transition Initiative. The information and descriptive data in this document were collected in part from the responses to OSERS-funded project characteristics questionnaires distributed in early 1990 to current and recently expired projects. Other project information was obtained from original grant applications and previous years' profiles. The information contained in the individual competition profiles was obtained directly from the grant announcement packets for each competition.

383.
Harmon, Adrienne S. (Comp.) (1991).

Master index to volumes 1-6: Annotated bibliography on transition from school to work (1985-1991). Champaign: University of Illinois, Transition Research Institute at Illinois.

index / Transition Research Institute bibliographies

This Master Index compiles titles, authors, and descriptors from the first six volumes of the Annotated Bibliography on Transition from School to Work (Leach & Harmon, 1985-1991) into three integrated indexes. These six volumes annotated over 2,400 references on transition-related topics. This new index was compiled to facilitate serious research on transition by permitting more efficient use of the annotated bibliographies.

384.
Leach, Lynda N.; & Harmon, Adrienne S. (1991).

Annotated bibliography on transition from school to work (Vol. 6). Champaign: University of Illinois, Transition Research Institute at Illinois.

literature review / transition / model programs

Volume 6 of the Annotated Bibliography on Transition from School to Work continues the review of the literature on evaluation methodology, the efficacy of secondary and transition services, and related topics begun in Volume 1 and continued in Volumes 2-5. Coverage is not comprehensive, but representative of what has preceded current transition efforts, what is going on

now, and what is recommended for future analysis and study. Volume 6 does not duplicate the earlier volumes; therefore, using all volumes provides a more accurate review of the transition literature. As with the earlier volumes, the intent of Volume 6 is (a) to assist professionals in locating relevant resource materials on transition and evaluation and (b) to facilitate communication and information sharing among professionals of all disciplines involved in transition.

385.
North Carolina Community College System EDNET (1991).

Identifying/addressing learning disabilities in the classroom, part II - Teleconference (9/18/91) [Videocassette]. Charlotte, NC: Central Piedmont Community College. (Comp. No. 84.078C - OSERS File No. 247)

learning disabilities / postsecondary education / video productions

This 1-1/2 hour teleconference features Janie Jarrow, executive director, AHSSPE, Jane Rochester, Director, Postsecondary Education Project, Central Piedmont Community College, and Michael Bridges, Director of Student Support Services Program at Pitt Community College discussing teaching strategies and accommodations for students with learning disabilities in community colleges. Barriers to appropriate accommodations include (a) the students who don't know they have a disability, (b) the students who know, but would prefer to hide their disability, and (c) the students who have to realize that they, not the school, are responsible for their own education.

386.
PACER Center, Inc. (1992).

Speak up for health: Young people with chronic illness and disabilities speak about independence in health care [Videocassette]. Minneapolis, MN: Producer. (Comp. No. 84.158S - OSERS File No. 229)

chronic illness / video productions

This 15-minute video focuses on youths with chronic illness assuming responsibility for their own health care as they transition into adulthood. Four young adults with their parents talk about self-advocacy, doctors, letting go, risk-taking, feelings, and the importance of family and friends for support.

387.
Jewish Vocational Services, Allied Jewish Community Services (1991).

Time to work [Videocassette]. Montreal, Quebec, Canada: Producer.

supported employment / video productions

This 13-minute video is used as a marketing tool to prospective corporate and industrial employers to demonstrate the supported employment process. Included are interviews with employers, on-the-job work scenes with clients, and job coach responsibilities.

388.
College of DuPage (1992).

Project PATH [Videocassette]. Glen Ellyn, IL: Producer. (Comp. No. 84.078C - OSERS File No. 307)

video productions / cooperative education / Project PATH

This 12-minute video highlights the components of Project PATH, College of DuPage's cooperative education program for individuals with special needs. The learning skills lab, counseling, testing, seminars, and career planning are coordinated through this demonstration program, which offers internships directly related to the student's field of study. The success of this business-education partnership is captured at various work settings.

389.
Fourqurean, John M.; & LaCourt, Timothy (1990).

A follow-up of former special education students: A model for program evaluation. Remedial and Special Education, 12(1), 16-23.

special education / Texas / program evaluation / follow-up studies

The present study is a follow-up program evaluation of a school district's special education program. Telephone interviews were conducted to gather data on 215 young adults with handicaps in the state of Texas. Opinions and concerns of parents and former students were examined in terms of high school experiences and the transition to adult life. The respondents' comments were analyzed using a domain analysis (Spradley, 1980). Analyses of responses to focused and open-ended questions suggested that the areas of most concern to these young adults and their parents were (a) affective issues such as poor

self-esteem and a lack of self-acceptance and (b) issues of vocational success and personal independence. The study examines the social validity of the educational product, or the extent to which important persons in the students' lives perceive and value the changes that occurred as a result of educational intervention. The effects of the study's findings on the school district are discussed.

390.
Halpern, Andrew S. (1992).

Quality of life as a conceptual framework for evaluating transition outcomes. Edited version of keynote address delivered at the University of Illinois Transition Research Institute's Seventh Annual Project Director's Meeting, Washington, DC, June 4, 1992.

quality of life / transition / outcomes of education

When the transition movement began as a federal initiative in 1984, it was conceptualized as "an outcome-oriented process leading to employment." Although this narrow focus on employment was viewed by many as being too constrictive, an alternative framework for conceptualizing transition outcomes has been slow to develop. A broader and more comprehensive framework, namely, quality of life, is explored in this paper, organized around three topics: (a) theoretical issues that pertain to the definition and conceptualization of quality of life; (b) research findings that provide support for quality of life as an outcome framework for evaluating transition programs and services; and (c) suggestions about issues that should be addressed during the 1990s.

391.
Humes, Charles W.; & Brammer, George (1985).

LD career success after high school. Academic Therapy, (November), 171-176.

learning disabilities / rural areas / career development

A survey of LD high school graduates of a small county school district indicates a successful placement record but raises questions about career development planning.

392.
Morgan, Robert L.; & Salzberg, Charles L. (1992).

Effects of video-assisted training on employment-related social skills of adults with severe mental retardation. Journal of Applied Behavior Analysis, 25(2), 365-383.

video instruction / social skills

Two studies investigated effects of video-assisted training on employment-related social skills of adults with severe mental retardation. In video-assisted training, participants discriminated a model's behavior on videotape and received feedback from the trainer for responses to questions about video scenes. In the first study, three adults in an employment program participated in video-assisted training to request their supervisor's assistance when encountering work problems. Participants discriminated the target behavior on video but effects did not generalize to the work setting for two participants until they rehearsed the behavior. In the second study, two participants were taught to fix and report four work problems using video-assisted procedures. After participants rehearsed how to fix and report one or two work problems, they began to fix and report the remaining problems with video-assisted training alone.

393.
Haring, Thomas G.; & Breen, Catherine G. (1992).

A peer-mediated social network intervention to enhance the social integration of persons with moderate and severe disabilities. Journal of Applied Behavior Analysis, 25(2), 319-333.

peer involvement / social skills

Increasingly, parents, teachers, and students with disabilities are advocating for interventions that go beyond skill training to provide support for participation in integrated environments and for friendships. Two groups of nondisabled peers were recruited to participate in weekly discussions with an adult integration facilitator to increase opportunities for social interaction for two students (one with autism and one who was moderately mentally retarded). The groups met to discuss social interactions that had occurred with the students with disabilities and to talk about strategies for promoting greater inclusion of the students into ongoing social interactions. The nondisabled students participated in the design and implementation of social skills interventions during transition times and lunch. The nondisabled students used self-monitoring data sheets to record the quantity and quality of interactions. The frequency of interaction, number of opportunities for interaction, and appropriateness of social interactions were analyzed with a multiple-baseline design. Results indicated that the social network intervention was successful in increasing the quantity and quality of interactions and that the network strategy promoted development of friendships. The results are discussed in terms of the need for additional research showing the relationships between increases in social competence, peer-mediated intervention, and the development and support of friendship.

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84.158N Secondary Education and Transitional Services: Training and Employment Models for Youth with Severe Handicaps

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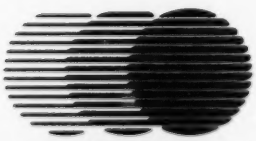
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